DOCUMENT RESUME

ED 180 600 PS 011 073

TITLE	Kindergarten in Georgia.
INSTITUTION	Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE	79
NOTE	256p.: A sample plan for 1979-80 is included
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Communication Skills: Creative Art: *Curriculum Planning: Early Childhood Education: Educational Environment: Family School Relationship: *Formative Evaluation: Humanistic Education: *Informal Assessment: Intellectual Development: *Kindergarten: Physical Development: *Program Development: Science Education: *Screening Tests: Social Studies
IDENTIFIERS	*Georgia

ABSTRACT

This handbook provides teachers with suggestions for planning, implementing and evaluating programs for kindergarten children. Chapter I briefly outlines child development principles and program characteristics for the kindergarten. Chapter II discusses how teachers can create an environment for learning through scheduling, organizing the teaching process and the physical environment, providing learning centers, developing activity units, and providing for the needs of special children. Chapters III, IV, and V provide guides for promoting, respectively, the affective, physical and intellectual development of kindergarten children. Each chapter discusses goals, provides a child assessment checklist, suggests activities, indicates curriculum resources and contains a checklist for program evaluation. Chapter VI contains guides for increasing home-school communication. Chapter VII describes developmental screening for kindergarten and continuous child evaluation. Appendices provide criteria for evaluating screening and evaluation instruments, lists of instruments reviewed in the handbook, model letters and announcements, guides for teacher reports to other teachers or parents, definitions of exceptional children, and lists of resources for teachers. A Georgia State Department of Education form for an annual kindergarten plan is included in the handbook. (Author/RH)

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Kindergarten In Georgia

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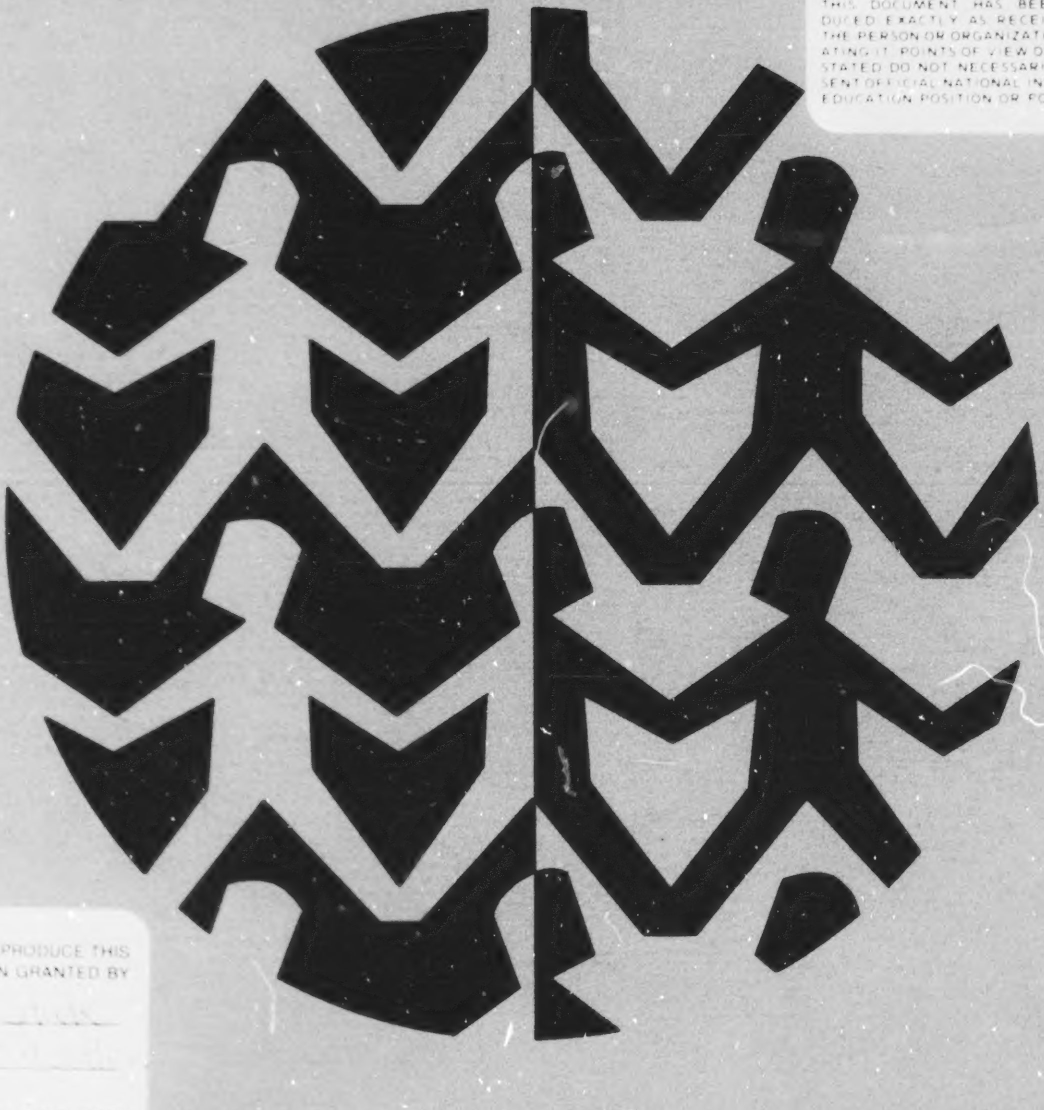

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GEORGIA DEPARTMENT OF EDUCATION

INTRODUCTION

We know that early childhood is the most critical period in human growth and development; we also know that the concentration of our educational resources during these early years yields probably the greatest return of any investment we can make.

Because the early years are so crucial — the period when the foundation for learning is laid — the quality of early learning experiences must be excellent. They must be diverse, creative, well-planned and managed to give each child the developmental experiences necessary before beginning the formal learning process. A solid beginning in kindergarten will enhance each individual's potential for later school success.

This handbook has been prepared to help Georgia kindergarten teachers plan, implement and evaluate their programs. I hope it will contribute to the continuing effort to build a quality kindergarten program in our state.

Charles McDaniel

Charles McDaniel

FOREWORD

Early childhood educators from the classroom, system, state and university levels have developed this kindergarten handbook. Six systems tested the concepts and plans of action introduced here. The importance of the task justified the length of time and the broad staff representation utilized in the development of this program plan.

Beginning learners take center stage in this curriculum framework. Their cognitive, affective and psychomotor development have received careful attention within this transdiscipline plan for instruction. Each contributer was acutely aware that a student's future attitude toward learning is often determined by early educational experiences.

Second to the learner in priority is the teaching team, made up of the local administrator and supervisor, kindergarten and primary teachers and aides and the parents whose interaction must be coordinated with care. This project supplies suggestions and recommendations for assessing and managing the environment, the entry level and progress of each youngster and the quality of the prescribed learning experience.

Staff development will obviously play an important part in assuring the effective use of this handbook. Thoughtful evaluation and suggestions by all who use this handbook will increase its value.

Acknowledgement is hereby made of all those persons who maintained a creative, open climate for program planning despite the usual restraints. Appreciation for such support can be acknowledged, but never fully expressed.

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KINDERGARTEN IN GEORGIA
A SUPPLEMENTARY HANDBOOK
INTRODUCTION

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Kindergarten Philosophy

> *Each generation gives new form to the aspirations that shape education in its time. What may be emerging as a mark of our own generation is a widespread renewal of concern for the quality and intellectual aims of education—but without abandonment of the ideal that education should serve as a means of training well balanced citizens for a democracy. (Bruner, 1960)*

In Georgia, early childhood education has come into its own. The education of young children is now considered basic for the development of productive, future adult citizens. As Georgia increases its efforts to support educational opportunities for kindergarten aged children, a major concern is the development of quality programs. To this end, a State Board of Education advisory committee has adopted the following philosophy for developing a curriculum framework for kindergarten programs in Georgia.

> *We believe that a good kindergarten should be based on developmental principles, and its goals expressed in developmental terms related to the total child and his family. The curriculum should be directed toward the formation of basic concepts and the development of these basic skills, concepts, learnings and attitudes in the areas of psychomotor, cognitive and affective area domains.*

This philosophy implies that

- children's growth and development should be the basis for designing educational experiences;
- program goals and objectives should be based on the child's individual developmental needs;
- activities should be designed to promote continuous growth within the broad domains of
  - affective development,
  - physical development,
  - intellectual development.

Child Development Principles

In order to evaluate the appropriateness of a program for young children, principles which govern child development must be considered. Table 1 identifies relevant child development principles and their relationship to the development of program objectives in this handbook.

TABLE I

CHILD DEVELOPMENT PRINCIPLES UNDERLYING PROGRAM OBJECTIVES

Child Development Principles	Program objectives will
Development is the total process through which children adapt to their environment. It includes the processes defined by maturation and learning.	Provide for the physical, intellectual, social and emotional development of children. Provide for development of the ability to generalize and apply skills and concepts in various settings.
People differ in their rate of development both in contrast to other people and within themselves.	Provide for developmental range. Provide for assessment of individual differences.
A child's knowledge of the social and physical world progresses from knowledge about concrete things to abstract understanding.	Be based upon a continuum of development ranging from concrete to abstract levels. Provide for development of social and physical knowledge.
Development of skills and concepts progresses from simple to complex levels.	Be based upon a continuum of development ranging from simple to complex.

Development in the intellectual, affective and physical domains is interrelated.	Be specific for each of the three program domains (physical, intellectual, affective); however, growth in each of these domains will be considered and interrelated in the development of any one program activity.
Social and physical environments influence all aspects of the child's development. Appropriate stimulation is necessary for adequate development.	Be implemented in classroom settings which provide a wide range of active learning settings and which promote interaction with a variety of materials as well as with different adults and children. Provide for the use of exploration and play to aid learning for young children.

Characteristics of Quality Programs

Methods of teaching and the specific content taught will naturally vary in kindergartens throughout the state. Certain characteristics, however, generally define a quality kindergarten program. Table 2 includes these characteristics and their implications for teacher and child behavior.

TABLE 2

CHARACTERISTICS OF QUALITY KINDERGARTEN PROGRAMS

Program characteristics	Teacher will	Child will
Learning activities are designed to match the children's individual abilities.	Provide for on-going assessment of each child's development and learning. Plan child activities based on each child's developmental level. Provide for individualized learning to account for the range of children's developmental differences. Use a variety of formal and informal techniques to record each child's progress.	Participate in a variety of activities matched to their individual abilities. Participate in planning classroom activity. Select from several activities.
Children learn to develop positive feelings about themselves and what they do in school.	Know how children feel about themselves and the school program. Provide many opportunities for children to express their feelings. Provide success experiences for children. Provide activities which match the ability level of each child. Provide for recognition of each child every day.	Express feelings about self to children and adults. Express feelings about activities to children and adults. Experience success in school every day. Help other children succeed.

Goals are stated clearly as the basis for program planning.	State broad program goals in the affective, physical and intellectual domains. State more specific objectives within each program goal area to guide the growth of children.	Actively participate in the selection and development of what they will learn. Be able to talk about what they have learned. Be involved in individual and group conferences with the teacher to discuss what has been done and learned.
Program development is based on the assumption that each child can and will learn, given the right conditions.	Plan and implement on-going changes in the educational environment so that each child can experience success in the program. Plan and implement activities which use multi-media and multi-sensory approaches to learning.	Participate in activity. Experience success with planned activities. Work with teacher to change self-expectations that deny success.
Program development is built on the assumption that learning for young children is an active process.	Involve children in all phases of the instructional process – planning, implementation and evaluation. Plan a learning environment which provides children with physical movement. Provide a learning environment which will encourage a variety of responses from children (e.g., physical or verbal). Provide a learning environment which encourages both child-child and child-adult interactions.	Participate in planning and evaluation sessions with the teacher. Participate in activities which encourage active movement. Participate in concrete and manipulative activities.

KINDERGARTEN IN GEORGIA
A SUPPLEMENTARY HANDBOOK
SUGGESTED USES

Overview

The key to success for any educational program is the teacher. The emphasis of this handbook, therefore, is to provide teachers with suggestions for planning, implementing and evaluating programs for kindergarten children. The handbook is not intended as a specific recipe for teaching success. In fact, it is doubtful that such a recipe could be developed to fit the individual needs of all teachers and children. Rather, the handbook is intended to be used as one resource among many (e.g., local system guides, curriculum resources, other published materials) for developing quality kindergarten programs.

Terms Used in the Handbook

Throughout the curriculum sections of the handbook, the following terms have been used.

Domain – one of the three broad and interrelated areas of child development: affective development, physical development and intellectual development.

Goal – a major component within a domain. Gross motor development and fine motor development are the two goals in the physical development domain.

Goal Area – a major section of a goal. Arm-hand precision and hand-finger dexterity are the two goal areas within the goal of the fine motor development.

Objective – a skill or understanding within a goal area. This is the level of objectives stated in the handbook. These intermediate range objectives will be described on a continuum from simple to complex for each goal area.

Continuum of Objectives – a listing of objectives that reflects the movement of child growth from simple to more complex levels.

Format Used in the Handbook

In addition to this introductory material, the handbook contains information related to (1) learning environment, (2) affective development, (3) physical development, (4) intellectual development, (5) working with parents and (6) assessing child growth.

Each of the curriculum area chapters is organized around similar subheadings.

- **Overview.** A general description of the program domain (e.g., affective development).
- **Goals.** A listing and definition of the goals identified within each of the major program domains.
- **Scope of Goals, Goal Areas and Objectives.** A concise chart which brings together the goals, goal areas and continuum of objectives developed for each major program domain. As much as possible, the objectives have been listed in order of simple to complex to match the direction of child growth.
- **Child Assessment Checklist.** A model which can be used for ongoing evaluation of children's progress in each of the major program domains. Categories for assessment are directly related to the goals, goal areas and objectives listed in the curriculum sections.
- **Suggested Activities.** A partial list of activities to illustrate how each objective might be implemented in the classroom.
- **Curriculum Resources.** A partial list of published sources providing additional information on the chapter topic.
- **Program Evaluation Checklist.** A self-check tool that the teacher may use to evaluate areas of strengths or needed modification.

A continuum of objectives is listed for each goal area to serve two related purposes.

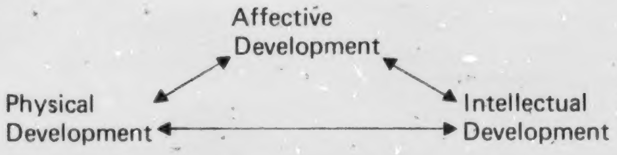
- Present an overview of the range of child growth that serves as a basis for curriculum planning for 5-year-old children.

- Assist teachers to individualize program activities so that these activities may be adequately matched to the range of developmental abilities represented in any one classroom.

Children's development patterns are more easily identified in some areas than in others. In general, however, a continuum of growth has been identified for each program domain.

The suggested activities listed for each objective also follow an order of simple to complex. The activities lists are not intended to be exhaustive or restricting. Many more activities will need to be added to provide the amount of varied practice a child must have before the intended skill or understanding is in fact learned. A personal card file cataloging the activities grouped under headings presented in this handbook may be helpful.

Throughout the handbook, development within each of the major domains (affective, physical, intellectual) is recognized as being interdependent. That is, one area of development necessarily supports development in the other two areas.



Although development in each of the broad domains will be described separately, there is a continual need to consider and foster child activity that facilitates development in several domains simultaneously. For this reason, many of the suggested activities support growth in more than one area. Specific suggestions for integrating developmental areas will also be made within each program domain description.

Use of the Handbook for Self-Assessment

Perhaps this handbook's primary use will be helping teachers look at their own programs in an objective way. The program evaluation checklists have been developed for this purpose. They should allow a teacher to assess

- use of the program objectives continuum;
- content of classroom activity;
- organization of the classroom as it relates to particular program domains;
- teaching behavior related to planning, implementation and evaluation.

No value judgement is intended by the use of checklists. Rather, the checklists should be used as a teaching tool to more specifically assess both a kindergarten program's strengths and those areas needing further development.

The checklists may be used in a variety of ways.

- To assess strengths and program operations needing development. Checks in the "No" and "Sometimes" columns of the checklists will indicate areas needing further development.
- To stimulate discussion with the teacher assistant concerning program operation
- To stimulate discussion with a principal or supervisor who helps identify in-service training needs

Table 3 gives one specific example of using the program evaluation checklists for self-assessment.

TABLE 3

USING THE PROGRAM EVALUATION CHECKLISTS FOR SELF-ASSESSMENT	
Steps for Use	Example
1. Read through the handbook for an overview of program assumptions and content.	1. Skimmed through the handbook.
2. Read all program checklists.	2. Read program checklists contained in each chapter.
3. Select one of the program checklists to answer. Generally, you will want to start with the learning environment and then move to the program domains. Respond to the checklist honestly.	3. Started with the learning environment. Worked on the checklists during after school planning time and at home. My biggest need is to organize and manage learning centers which match up to the individual needs of children. That's a big order.
4. After completing one of the program checklists, refer back to the section of the handbook which describes the area selected for assessment.	4. Re-read the learning environment section of the handbook.
5. During team planning sessions, discuss and plan changes related to the identified needs.	5. Started discussing the learning environment assessment with my teacher assistant. We agreed we needed to work on organization and management of the learning centers first. We brainstormed ways to introduce the centers to the children. We will try out a Choiceboard during whole group time tomorrow.
6. Implement changes.	6. The children were really excited about the Choiceboard. Although it did help the children know where they were to go, they should be introduced to it again.
7. Check yourself out again. If satisfied with effect of change, move on to another area of concern. If not satisfied with effect of change, seek counsel of other teachers or supervisors and implement new changes.	7. It took a week to feel comfortable with the Choiceboard. One teacher suggested I model how to use a center with a small group of children after they had arrived at the center. This should help the children work independently faster. I'll try that next. I know I will be working on this area for awhile before I move to another concern on the checklist. I need to check back to the handbook to get more ideas for planning learning centers.

Use of the Handbook for Planning

Another intended purpose of the handbook is to assist teachers in assessing and recording individual growth in each of the program domains as an important part of the planning process. The child assessment checklists included in each curriculum area were developed for this purpose. Table 4 shows specifically how the checklists can be used to plan appropriate activities for children.

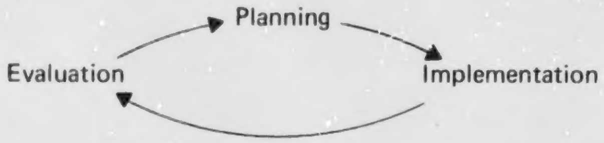
TABLE 4

PLANNING PROGRAM ACTIVITIES FOR CHILDREN

Steps for Planning	Examples
1. Read through the CHILD ASSESSMENT CHECKLISTS contained in the handbook to understand the range of development in each program domain.	1. Read checklists in curriculum chapters.
2. Select a particular goal area checklist to suggest criteria for observing children.	2. Program domain: intellectual Program goal: numbers Goal area: numbers and numerations
3. Identify the range of differences among children in your classroom for the goal area selected.	3. Over a period of days, children are observed operating in a variety of activities related to numbers. Their skills range from the ability to classify to the ability to combine and separate sets.
4. Select and organize activities and materials which will match and support the identified range of child growth in a particular goal area. These activities will become part of a learning center.	4. A numbers learning center has been organized which contains the following range of materials and activities: sorting box, domino blocks, sets of jacks, felt objects, numerals and board.
5. Identify a means for recording child activity and growth.	5. Anecdotal records will describe activity selected by the child and relate the level of growth to the listing of objectives for numbers and numeration. About five children will be selected each day to be observed working at this learning center.
6. Summarize growth for each child in each program domain.	6. Use CHILD ASSESSMENT CHECKLISTS to accumulate, over time, growth information on each child.
7. Plan new and revised activity using these current records of children's growth. Remove those materials and options which no longer support the identified needs of children.	7. The children's abilities now range from classification to reading numerals. The following activities have been placed at the numbers learning center: a new sorting box, domino blocks, felt objects, numerals and board, numeral templates, materials to make a numeral book.

ORGANIZING THE LEARNING ENVIRONMENT
THE TEACHING PROCESS

A successful learning environment meets children's needs and interests. In order to accomplish this goal, the teacher must assume an active role with children. The teacher actively plans, implements and evaluates the learning environment each day. Thus, the teacher provides a cycle of teaching activity. Planning determines implementation of the program. Implementation is measured by evaluation, which is the basis for planning, as illustrated in the following diagram.



The **P I E** Cycle for Teaching

Planning

Both long-range and daily planning assure maximum child growth and development. The teacher uses planning to organize larger units of activity for children (e.g., experiences with animals, taste, color), to organize materials and equipment in advance (e.g., films, paints, books) and to provide an overall framework for selecting and developing objectives and activities for children's growth.

By scheduling daily planning times, both the teacher and the teacher assistant can participate in organizing the next school day. During the planning sessions, the teaching staff should

- review and record child responses and growth within the classroom environment;
- review the organization of materials and centers;
- review the children's use of equipment and materials;
- identify specific objectives, from a continuum of objectives, which will reinforce and/or extend children's growth and learning;
- develop classroom organization and activity to promote children's growth;
- select methods for recording children's performance within active learning settings.

Consistent planning provides for the following.

- Physical, intellectual and affective areas of children's development
- Individualized needs of children
- Children's past experience in and out of school
- Children's involvement in the planning and assessment process
- Supportive interaction between adults and children

Implementation

The teachers and the children work together in implementing the program. Implementation will be based on the planning concerns listed in the previous section.

In meeting the needs of the physical, intellectual and affective domains of children's development, the adult will

- implement specific activities to meet specific program objectives in each area of development;
- implement activities which integrate growth (e.g., a cooking activity in which children (a) measure - intellectual growth; (b) use the egg beater - physical growth; (c) participate with other children in planning activity - affective growth.

In meeting the individualized needs the adult will

- interact with individual children;
- observe individual children;
- give suggestions to a child needing help;
- assist children in evaluating their own work;
- record a child's progress.

In using children's past and present experiences, the adult will

- provide activities in which children practice skills or concepts previously learned;
- use past experience (e.g., language, travel, food) as a background for learning;
- develop the physical environment (e.g., bulletin boards, books, equipment) to reflect the children's cultural background;
- use children's out-of-school interests (e.g., TV programs, toys) as themes for activities.

By involving children in the planning and assessment process, the adult will

- provide whole group, small group or individual time for children to talk about what they have done in the classroom;
- encourage children to suggest activity themes and materials to include in the classroom;
- provide opportunities for children to develop guidelines for participation in learning activities.

In supporting interaction between the teacher and child, the adult will

- listen to children's ideas;
- verbally acknowledge and reinforce children's activity;
- accept the language and ideas of children;
- extend children's ideas by adding information to the experiences they discuss.

Evaluation

The evaluation phase of the program involves both the teaching staff and the children. As children increasingly are involved in planning activities, the children should actively acsess those activities they have planned. For example, (at the Construction Center)

Child: *Look at what I built.*
Teacher: *What a long bridge! What is going to travel on your bridge?*

Child: *Trucks and cars and bicycles.*
Teacher: *Is your bridge strong enough to carry a big truck? (pointing to toy truck at center)*

Child: *(No response)*
Teacher: *Let's take the truck over your bridge to find out.*

Child: *(Moves truck along bridge. Bridge begins to wobble.)*
Teacher: *What can we do to make the bridge stronger?*

Child: *(Adds a row of blocks to make the bridge wider.)*
Teacher: *That was a great idea! Let's take the truck across the bridge now.*

Child: *It works!*
Teacher: *Great! Making the bridge wider made it stronger so it doesn't wobble. That was a great idea.*

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Individual, small group and large group settings can be used for evaluation purposes. Honest and open feedback to children is important and should always be couched in positive consideration of future planning.

The continuum of program objectives establishes the basis for on-going evaluation. A systematic record of children's growth assures a proper match between program activity and child growth. More specific recommendations for record keeping and evaluation are contained under Assessing Child Growth.

ORGANIZING THE LEARNING ENVIRONMENT SCHEDULING

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Overview

Program scheduling for five-year-olds must meet (1) the developmental needs of these children, (2) the increase of maturity levels of these children as the year progresses and (3) the physical structure of the classroom. Developmentally, young children respond best to programs that provide a balance between

- exploration/discovery and group activities;
- individual activities and group activities;
- creative arts and academic fields;
- being listened to and listening;
- vigorous play and less active play;
- large muscle activities and small muscle activities;
- first hand experiences and vicarious experiences;
- outdoor activities and indoor activities;
- the three domains.

An adequate balance of activities in the program will encourage and support children to participate in self-initiated and self-regulated activities. Within the limits of the environment structured by the teacher, the child learns to make independent choices for his/her activity and to take independent responsibility for completing the activity.

The following program schedules are presented for your consideration. Modifications of any of these schedules is encouraged to assure maximum flexibility in relating to children's needs. Specific times are not indicated on these schedules. As much as possible, large blocks of time should be used to implement program activities since the time allotted for any activity will vary from day to day, a flexible schedule will allow for this time variation.

Suggested Daily Schedule
Double Session Kindergarten (3 hours)

Morning Session (8:30 - 11:30)

30 minutes	Conversation, planning, movement activity
45 minutes	Toilet and snack Outdoor play
75 minutes	Learning centers
30 minutes	Clean up Total group discussion of the day Dismissal
60 minutes	Teacher/aide planning, preparation, lunch

Afternoon Session (12:30 - 3:30)
Repeat morning schedule

60 minutes	Teacher/aide planning

Suggested Daily Schedule
Double Session Kindergarten (3 hours)

Morning Session (8:00 - 11:00)

20 minutes	Arrival and greetings Hang up wraps Breakfast snack
40 minutes	Total group — Planning the day (decisions include indoor and outdoor activities) Rhythm activities and songs
90 minutes	Learning centers (self-regulated snack may be set up at a center) Clean up
30 minutes	Whole group planning and evaluation Story reading Fingerplays and songs Dismissal
60 minutes	Teacher/aide planning, preparation Lunch

Afternoon Session (12:00 - 3:00)
Repeat morning schedule

60 minutes	Teacher/aide planning

Suggested Daily Schedule
Double Session Kindergarten (2½ hours)

Morning Session (9:00 - 11:30)

30 minutes	Conversation, planning, movement activity
30 minutes	Toilet and snack Outdoor play
60 minutes	Learning centers
30 minutes	Clean up Total group discussion of the day Dismissal
60 minutes	Teacher/aide planning, preparation, lunch

Afternoon Session (12:30 - 3:00)
Repeat morning schedule

60 minutes	Teacher/aide planning

Suggested Schedule
Full Day Program with Breakfast

Full Day Session

1 hour	Children arrive A choice of activities available for the children Serve breakfast, family style — Adults sit with children to encourage natural conservation Toileting and brushing of teeth
1½ hours	Total group discussion of day's activities Learning centers — Adults work with individuals or small groups Clean up Total group story time and discussion of morning activity
1 hour	Outdoor activity — Wheel toys, woodworking, art activities, sand and water play and other materials suitable for outdoor use Clean up and prepare for lunch
1 hour	Lunch Toileting and brushing of teeth Story time in small groups
1 hour	Rest — CHILDREN WHO ARE NOT ASLEEP AFTER 20 MINUTES ARE ALLOWED TO ENGAGE IN QUIET SELF-DIRECTED ACTIVITIES. One adult remains in room — Other adults plan
1½ hours	Learning centers — Beverage and snack are available at one of the centers Clean up Total group to make plans for tomorrow, discuss day and sing
1½ hours	Parents begin picking up children — Children work in the outdoor or indoor classroom until parents arrive Adults plan

Suggested Daily Schedule
All Day Schedule (9:00 - 3:30)

Morning

2½ hours	Either of the half-day schedules
30 minutes	Lunch
60 minutes	Rest — Child should be allowed to sleep as long as he/she desires CHILDREN WHO ARE NOT ASLEEP AFTER 20 MINUTES ARE ALLOWED TO ENGAGE IN A QUIET SELF-DIRECTED ACTIVITY. Teacher and assistant may plan
30 minutes	Snack, story hour and music
60 minutes	Learning centers or art activities (indoor and outdoor)
30 minutes	Clean up Total group discussion Dismissal
30 minutes	Planning for teacher and aide

ORGANIZING THE LEARNING ENVIRONMENT

PHYSICAL ENVIRONMENT

Overview

The physical environment of the classroom can greatly determine the program's effectiveness. Maintaining standards for a safe, healthy kindergarten classroom, therefore, is tremendously important to the program. Suggested standards have been organized into the following broad areas (1) adult/child ratio and staff, (2) indoor environment, (3) outdoor environment, (4) safety standards and (5) health standards.

Adult/Child Ratio and Staff

- The adult/child ratio in each classroom should range from 1:10 to 1:15.
- There should be a maximum of 25 students per session enrolled.
- Each classroom will be staffed by one state certified teacher and one teaching assistant.

Indoor Environment

- Each classroom should have 35 square feet per child with 1,050 square feet minimum per classroom.
- There should be generous amounts of windows, preferably at child level within two feet from the floor. Windows should be equipped with shading devices for glare control and may be opened or closed (excluding climate controlled and cluster arranged rooms).
- Storage units should be available for coats. Individual units should be available for storing personal property and items to be taken home. These spaces should be easily accessible to children. In addition, storage space should be available for teacher files and other professional materials.
- A total of 16 feet of counter top space should be available in each classroom for art, science and cooking activities.
- Each classroom should have one stainless steel sink 23 3/4 inches by 16 1/4 inches by 7 3/8 inches deep, with a cold water tap and a supply of soap and paper towels.
- Shelf space measuring 18 inches by two inches and two inches by 36 inches is suitable for storing paper supplies. For general storage, closed cabinet space, 12 inches deep, is preferable.
- Approximately 30 percent of the entire classroom floor space should be left vacant for art, science, waterplay and cooking activities. It should be easily cleaned for wet activities and if possible, should include a door to the outdoor play area.
- Approximately 65 to 70 percent of the total floor space should be covered with a low pile, high density carpet or large area rug.
- A minimum of one toilet, preferably two, should be located in or near the kindergarten classroom and set two feet and two inches off the floor.
- Ceilings should be covered with acoustically treated surfaces.
- Electrical outlets should be located every eight to 10 feet for adequate center access.

Outdoor Environment

- A minimum of 2,750 square feet for one kindergarten unit and a minimum of 4,300 square feet for two kindergarten units simultaneously in session should be available, with an additional 1,300 square feet for each unit over two that is simultaneously in session.
- The outdoor area should be adjacent to all kindergarten units. Classroom doors leading directly from the indoor classroom to the outdoor area are desirable.
- A covered area located outside for rainy or extremely hot days should measure 250 to 300 square feet per unit simultaneously in session. A concrete or asphalt floor area facilitates use of wheel toys in the area.

- A sandbox 150 to 175 square feet should be located in the outdoor area.
- A variety of apparatus to encourage large muscle activity (e.g., climbing, swinging, balancing) should be located in the outdoor area. Apparatus should be made from heavy wood or concrete pipes, with a minimum of metal equipment susceptible to rust and sharp edges. All movable equipment (e.g., jungle gym, sliding board) should be cemented under the surface of the ground.
- A four-foot fence with a gate should enclose the kindergarten play area.
- A storage room for outdoor play items should be located beside the outdoor area and should have a cement floor for protection of the storage items.
- The outdoor area should be either paved or grass covered. Preferably it will contain both types of ground cover. The area should be well drained and, where possible, contain trees, shrubs and flowers.

Safety Standards

- All wash fixtures and play area equipment should be safely designed and in good repair.
- Classroom and bathroom facilities should be sanitary and free of infectious, vulnerable conditions.
- A direct source of fresh air should be pumped into the classroom when needed.
- Room temperature should be comfortable and easily controlled.
- There should be adequate artificial light for work and play.
- All floor space should be warm, dry and free from drafts.
- First aid supplies should be easily accessible in the classroom.
- Space should be available for temporary care of an ill or injured child.
- Children and staff should have practiced exercises of exit plans in case of fire or other emergency. If possible, alternate shelter should be available in the case of disaster or emergency.
- Staff should have successfully practiced use of fire extinguishers and know where they are located in the building.
- Children should be instructed to report broken toys, broken glass or any unsafe conditions in the indoor or outdoor areas.
- Children should assume responsibility for cleaning up all spills from their activities.
- Children should assume responsibility for using toys in their designated areas to prevent unsafe activity interference.
- Children should assume responsibility for returning toys and equipment to their designated storage area when they have finished using them.

Health Standards

- Adequate permanent health records, maintained on each child, should contain information on vision, dental health, growth, speech and hearing.
- Referral procedures should be developed to refer children to physicians, social workers, therapists and psychologists when appropriate. A telephone number and address should be on file for each person to whom a child may be referred.
- Required immunizations should be verified by a school official to insure accuracy of records.
- Children and adults should be expected to wash hands after using toilet and before eating or preparing food.
- Children should be instructed to keep objects out of mouth, ears, nose and eyes.

- Children should be expected to cover mouth for coughs and sneezes and to use a tissue or handkerchief appropriately.
- Children and adults should continuously review the classroom environment to prevent safety and health hazards.

ORGANIZING THE LEARNING ENVIRONMENT

LEARNING CENTERS

Overview

Learning centers efficiently and effectively organize learning activity for children. Each learning center is usually limited to two to five children. The number of learning centers present in the classroom at any one time depends on the number of children in the classroom, the ability of the children to select from a number of choices and the children's interests and needs. Table 5 describes potential uses of learning centers.

Learning centers will be developed gradually. As the year progresses, more materials are added, increasing variety and challenge. Children will need time to explore and get acquainted with their environment. The schedule should allow at least one hour for learning center activities in order to provide the opportunity for a child to work in several centers or to carry out an extended project in one center. Within this framework, the teacher will have opportunities to work with individual children or groups of children.

Planning for Learning Center Activity

Each learning center is organized around a theme. Suggested themes include

- an event such as Halloween, birthday, trip to outer space;
- an activity such as art, cooking, game, woodworking;
- skill and concept development such as sorting, matching, discrimination.

TABLE 5

BASIC USES OF LEARNING CENTERS

Learning Center Uses	Activity Example
Introduce new concepts and skills	Group familiar objects which are alike
Practice concepts and skills	Using a new set of objects, again group objects which are alike
Assist child in taking responsibility for his/her own learning	Child selects and returns materials to their proper storage area.
Provide a variety of activity choices to enhance individualized instruction	At the Exploration Center, child may • look at rocks under a microscope • group smooth and rough rocks • order rocks by size • develop a design using rocks.
Promote the integration of physical, affective and intellectual development	At the Library Center, child will • select picture book about animals (intellectual) • share book with another child (affective) • turn pages of book as modeled by adult (physical).
Promote independent learning and exploration	Provide a range of materials at center. Arrange materials in an attractive manner. Introduce center with an open-ended question — "Who will discover what is in our 'touch box' this morning?"

Theme selection allows the teacher to develop a number of related activity options. These activity options generally account for a range of sophistication on the part of the children and offer choices from which children may independently select their activity.

Learning centers integrate all areas of development. Table 6 shows how development in the physical, intellectual and affective domains may be integrated into centers.

TABLE 6

INTEGRATION OF CHILD DEVELOPMENT INTO LEARNING CENTERS

Learning Center Theme & Activity	Physical Development	Intellectual Development	Affective Development
Construction Center Theme: Space Travel. Child Selected Activity: Build space tower.	The child develops arm and hand precision by constructing tower	The child integrates previous observations with new experience	The child willingly participates with other children in building tower
Library Center Theme: Space travel. Child Selected Activity: Listen to story about an astronaut's travel in space.	The child develops hand and finger dexterity by operating listening post and turning pages of picture book	The child verbally recalls events of story in order	The child listens to another child's response to story
Cooking Center Theme: Space food. Child Selected Activity: Mix orange drink.	The child develops hand and finger dexterity by mixing orange drink	In small group discussion the child recalls food eaten by astronaut	The child willingly participates with other children in preparing a menu

Management of Learning Centers

Whole group planning sessions acquaint children with the learning centers and allow them to brainstorm activities for a learning center. Following a general discussion about the centers, each child selects a learning center to use. For example,

Choice Boards:
List or picture each learning center. Children select a center to work at by taking a key or other symbol located beside that center name or picture. The number of symbols beside each center are limited to the number of children who may participate at that center at any given time. When a child is ready to move on to another center, he/she returns the symbol to the board and selects another symbol.

Pocket Charts:
Located at each center, allows each child to place his/her name card or picture card in a pocket of a pocket chart located at the center. The number of pocket openings will indicate how many children may work at the center at any one time.

Whatever means used, the procedure must provide the child with maximum independence. The child should be able to select and move on to another center independently. New centers and new center activities are introduced gradually over a period of time. The teacher may effectively introduce new activity options by modeling activity options at the center.

After children have observed actual operation in a center, they will be more independent and successful in working at that center.

To effectively operate the centers, quiet activity centers should be separated from the noisier areas. For example, block building and dramatic play centers should be separated by distance from the library or game centers.

By creating open ended options for each center activity, children may develop a center activity in a number of imaginative ways. For example, at the multisensory center the children may sort a number of bottles that are alike in some way. The open ended nature of the activity allows each child to sort the bottles according to size, color, shape or use. Many different responses are possible. Teachers may encourage open ended responses from children by asking the following questions.

"I wonder what would happen if?"

"How do you think these go together?"

"What can you use to help you find the answer?"

A variety of manipulative materials at each center will provide open ended activities. Children should be encouraged and supported to develop their own ideas and unique ways of responding to materials and activity. Materials at each center should

- relate to the center theme;
- extend individual child growth;
- allow for teacher and/or child assessment of activity.

It is important to set ground rules for childrens' behavior. The fewer ground rules needed, the better, but some limits will need to be developed and discussed. Following are some suggested rules. The child should

- work at the center he/she selected;
- take responsibility for returning materials to the proper place;
- leave materials at the center ready for use by next participants;
- seek assistance from another child or adult if help is needed;
- finish work at one center before selecting another center;
- modify tone of voice when working at an indoor center.

Each adult working in the classroom will actively observe and interact with children during learning center activity. Adults should engage in one or more of the following activities at this time.

- Supervise and facilitate child activity at one center
- Work with individual children at any of the centers to support child activity
- Observe particular children to acquire specific information about child growth
- Spend time at several centers to introduce new materials, new operations or new concepts

Selection of materials used at the centers should be based on

- center theme;
- children's level of operation;
- provisions for a range of sophistication in activity options;
- ability of children to use material constructively.

Materials at the centers will be primarily manipulative, thus allowing children to actively interact with the learning environment.

Evaluating Child Growth at Learning Centers

Child growth may be evaluated in any one or all three of the program domains (physical, intellectual, affective). This evaluation may be based on

- interaction with the child;
- observation of the child;
- work the child has completed at the center.

As often as possible, the child should be given verbal feedback in order to learn self-assessment of work and to better select and complete future work at a learning center.

Suggested Learning Centers

The following learning center suggestions are listed for your consideration. This listing is NOT intended to be inclusive, but to suggest a limited number of examples for teachers. At each of these learning centers, opportunities abound for gross and fine motor development, communication, social interaction, experimentation with ideas and objects, discovering new concepts and ideas, practicing skills, applying and generalizing ideas about themselves, other people and the world around them.

Construction center. Children are encouraged to manipulate and create with blocks and block building accessories. Boards may be added to this center to add possibilities for new construction. A woodworking bench may be placed within this center or next to it to further enhance construction possibilities for children.

Library center. A prominent place in the kindergarten where children look at books or listen to stories, this center offers a wide variety of picture books and story books. Large cushions on the floor and a rocking chair provide comfortable seating. The books should be easily accessible and appealing to the child.

Cooking center. This center may be available to children periodically throughout the year. Tools include a hot plate, measuring materials, cooking utensils and a place to store cooking materials. In addition, cutting boards and dishes may be added to the center throughout the year. Children may serve their cooking fare at this center or in other areas of the room.

Game center. This center will house a wide variety of game activities including puzzles, lotto, bingo, peg boards, sewing cards, etc. These games will be stored so that only a limited number will be available to the children at one time. Game selection will be based on child need and interest.

Multisensory center. This center provides meaningful educational activities designed especially to promote intellectual development. Materials in this center promote the child's ability to use all five senses – sound, smell, taste, sight, touch – in discriminating, generalizing, categorizing, analyzing, evaluating and thinking creatively. In one area a variety of manipulative materials may promote development in mathematical concepts of number sets, number systems, size, shape and measurement, while in another area, reading oriented materials promote listening, visual and auditory discrimination and eye-hand coordination.

Exploration center. In this area, related to the biological, physical and earth sciences, children observe, classify, predict and report information based on a variety of science experiences.

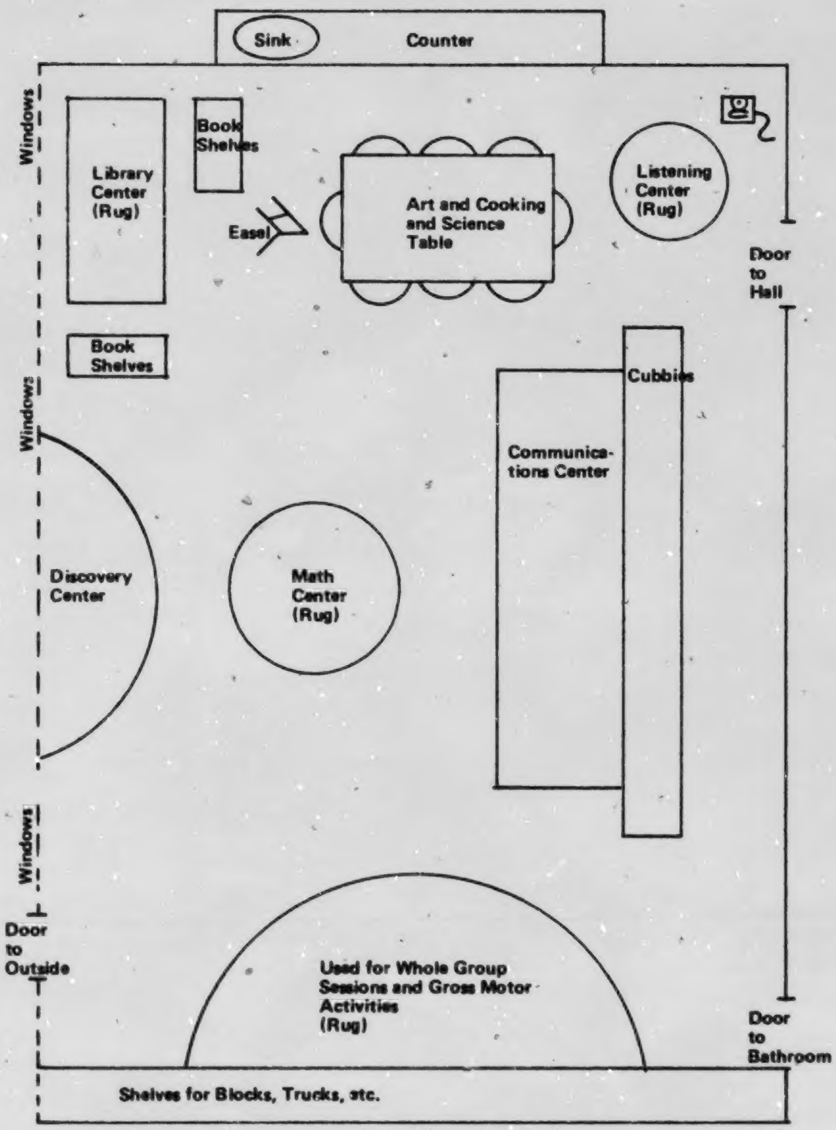
Art center. Paint, crayons, chalk, paper and clay materials will invite children to create and express their feelings and impressions of the world around them. Close access to water will enhance operation of this center.

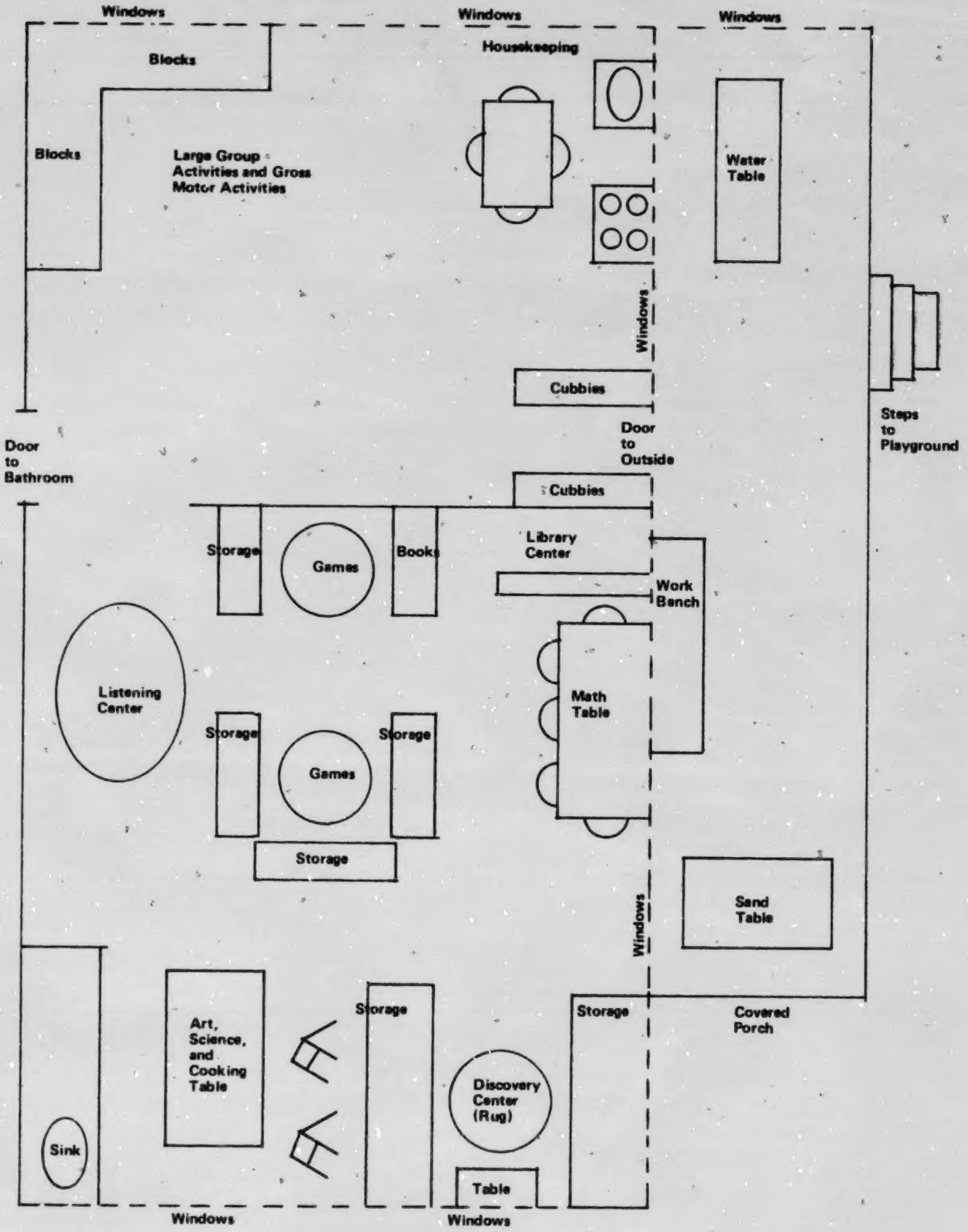
Dramatics center. Role play and imaginative play help children to clarify and expand their concepts and experiences. Opportunities to re-enact social experiences is a popular activity for this age child. This area will change frequently during the year to provide settings such as a house, a supermarket, a shop or a mode of transportation. Suggested props include clothing, household utensils and furniture, puppets and cleaning tools. This center should be located near the construction area to encourage children's response and interests.

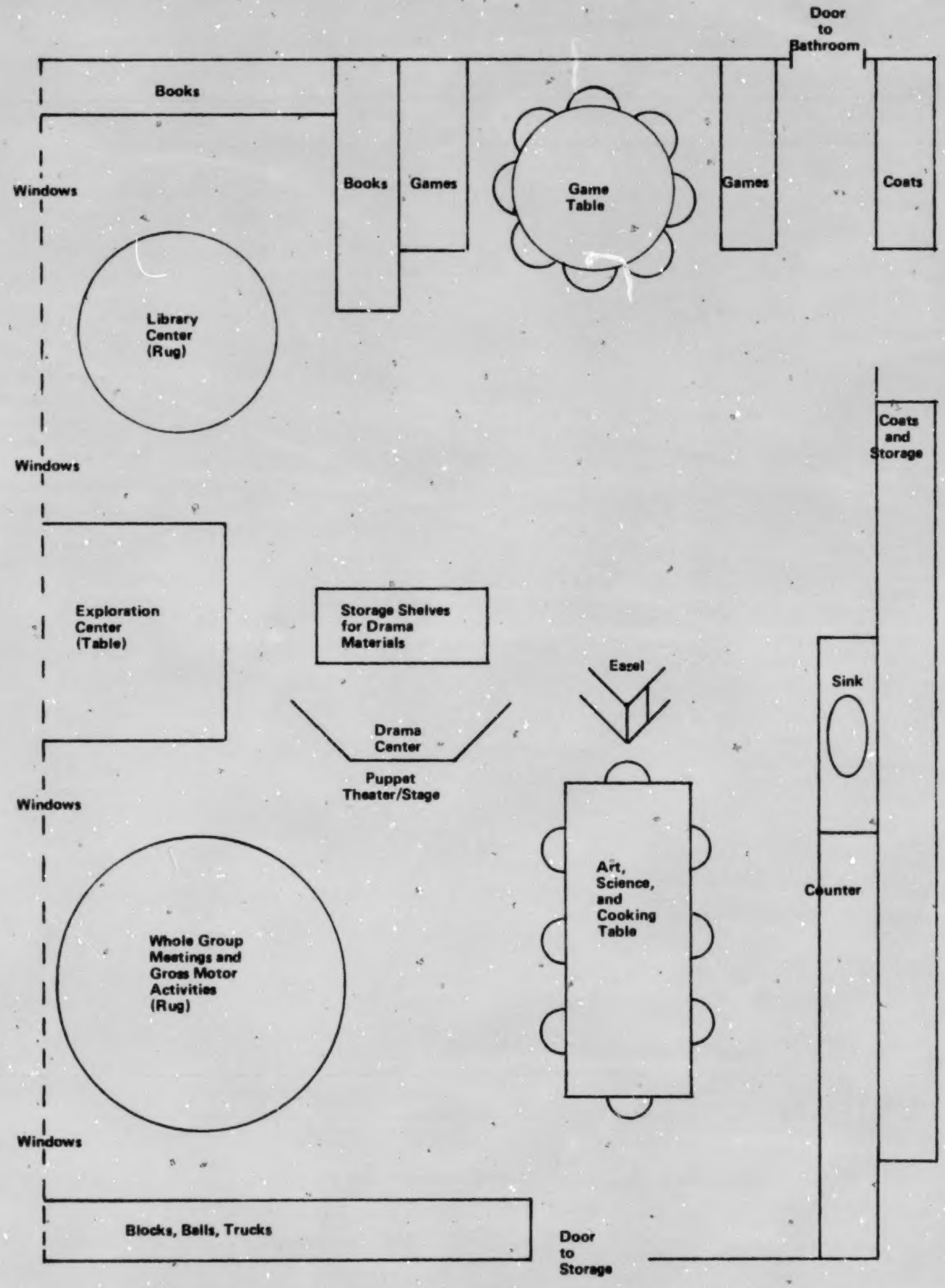
Motor development center. It is highly desirable for the kindergarten room to have direct access to indoor and outdoor areas for large movement activities. Space is necessary for activities such as climbing, running, jumping and balancing. Sand and water play activities may be located indoors or outdoors to promote motor development.

The above examples of learning centers should remain in the classroom for weeks or months. The teacher might also want to use the children's interests and needs in establishing short-term interest centers, such as water table, sand table and "Star Trek Center."

The following diagrams suggest several ways the kindergarten room may be arranged to accomodate learning centers.




Windows
Windows
Windows
Blocks
Housekeeping
Blocks
Large Group Activities and Gross Motor Activities
Water Table
Windows
Cubbies
Steps to Playground
Door to Bathroom
Door to Outside
Cubbies
Storage
Games
Books
Library Center
Work Bench
Listening Center
Math Table
Storage
Games
Storage
Storage
Windows
Sand Table
Art, Science, and Cooking Table
Storage
Storage
Covered Porch
Discovery Center (Rug)
Sink
Table
Windows
Windows


Door to Bathroom
Books
Books
Games
Game Table
Games
Coats
Windows
Library Center (Rug)
Windows
Coats and Storage
Exploration Center (Table)
Storage Shelves for Drama Materials
Easel
Sink
Drama Center
Puppet Theater/Stage
Windows
Art, Science, and Cooking Table
Counter
Whole Group Meetings and Gross Motor Activities (Rug)
Windows
Blocks, Balls, Trucks
Door to Storage

The Teaching Team

To facilitate effective classroom interaction, a two-member teaching team (teacher and teacher assistant) instructs children enrolled in state supported kindergarten programs. The teacher, licensed in early childhood education, directs the teacher assistant, who is professionally responsible for children's growth and development. The working relationship between the teacher and teacher assistant depends on good planning and communication. The teacher assistant must understand the teacher's expectations in the classroom to best contribute to program objectives. In addition, the teacher assistant should know and accept the teacher's philosophy concerning education of young children. During the daily planning and evaluation sessions, the two team members exchange specific observations from the day's experience and plan activities for the following day. Weekly team plans should also be developed in this manner.

The teacher assistant should be comfortable managing the assigned activities, and at times may wish to observe the teacher's interactions with a particular group of children in order to expand professional experience. In addition to instructional tasks, the teacher assistant should share routines and clerical chores with the classroom teacher. Preparation and organizational materials, daily attendance and lunch money are all shared responsibilities. It is vitally important that the teacher assistant be respected as a talented, professional co-worker rather than a custodian.

Although the teacher assistant assumes a great range of responsibilities, it cannot be forgotten that the teacher has the ultimate responsibility for the children.

Other School Personnel

Since children are affected by all people with whom they come into contact, personnel must relate well to young children. It is most important that the following adults establish communication and cooperate with one another in order to most effectively educate the very young child.

- Administrators and supervisors
- Cafeteria manager and kitchen staff
- Social workers
- Custodial staff
- Librarians
- Secretaries
- Other teachers

ORGANIZING THE LEARNING ENVIRONMENT DEVELOPING UNITS OF ACTIVITIES

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Overview

By organizing learning centers and classroom activities according to unit themes or areas of content, the teacher may more easily coordinate a set of activities aimed at all areas of development (intellectual, physical and affective). The process of developing a unit is described in the following five basic steps.

Step 1. Select a unit theme based on one or more of the following sources.

- Long range program goals (e.g., development of number understanding)
- Curriculum content suggested by a local school district (e.g., safety)
- Interests of children (e.g., cartoon figures)
- Cultural background of children (e.g., special holiday)

Step 2. Formulate **general** unit objectives.

- These content oriented objectives increase understanding about the unit theme by relating general information or skills to that unit theme.

Step 3. Formulate **intermediate** unit objectives.

- Although related to the general unit objectives, these are directed more specifically at the children's developmental needs described in the program domains (physical, intellectual, affective).
- Consider the classroom range of ability in the three domains. Based on the information regularly maintained in the assessment checklists, the teacher may select a suitable scope of intermediate objectives.

Step 4. Develop learning centers and activities which relate to all of the following.

- Unit theme
- Unit content
- Intermediate objectives

Specify a range of activities within each learning center to support development of specific objectives.

Step 5. Assess children's growth as related to the unit objectives.

See chapter on assessing child growth.

The following sample unit more specifically illustrates the **five-step process** for developing a unit of activities.

1. **Unit theme**: Animals

   Rationale for unit theme selection. One of the children's dogs just had puppies. This stimulated much sharing among the children about their pets. It is also one of the units recommended in the **Science Curriculum Guide** used by the school system.

2. **General unit objectives**
   - To find similarities and differences among kinds of animals and between animals and people (e.g., physical characteristics, foods they eat, where they live, how they move)
   - To increase familiarity with many and unusual kinds of animals (e.g., opposums, ostriches, ardvarks, donkeys, whales, reptiles, buffalo, seals)
   - To increase understanding of what animals need to live (e.g., food, shelter, water)

3. **Intermediate objectives**
   - Physical. The child will increase development of arm/hand precision.
   - Affective. The child will increase ability to respond to others.
   - Intellectual. The child will increase ability to
     - communicate with others;
     - numerate;

- observe and classify;
- cooperate with others.

4. **Learning Center Activities.** The following is a sample grid that may be used for organizing specific objectives and activities.

Learning Centers and Activities	Physical Development	Intellectual Development	Affective Development
I. Learning Center			
Activity A			
Activity B			
Activity C			
II. Learning Center			
Activity A			
Activity B			
Activity C			

The following is a sample unit for 1-3 days' work.

Learning Centers	Physical Development	Intellectual Development	Affective Development
1. Construction Center			
• Build a zoo out of blocks.	Arm/hand precision (manipulating blocks)	Uses descriptive vocabulary	Works with group to complete project
2. Library Center			
• Provide a collection of books for children to explore independently	Turning pages	Classifying and observing Uses language frequently and with enjoyment	Responds to indoor limits
• Adult will read animal stories to children.		Memory, Labeling, Grouping	Cooperates and responds in small group
• Children may listen to records.	Arm/hand precision	Recall, Labeling	
Cooking Center			
• Make animal cookies.	Arm/hand precision	Uses descriptive vocabulary Observing	Works with group to complete project
Math Center			
• Count the animals in a variety of pictures.	Handles pictures	Recognizes sets of 1, 2, 3	Responds to indoor limits

• Develop class graph recording kinds of pets children have.	Eye/hand and arm/hand coordination	Count squares in a row on graph Compare "most" "fewer" – "more" "least"	Participates and shares with others
Discovery Center			
• Discuss pictures and label a variety of animals.	Fills water jars and food bowls	Observing Uses language Uses descriptive vocabulary	Works cooperatively with group
• Explore a varity of wooden animals. Discuss with adult.	Small muscle	Label, compare, recall characteristics of animals	Willingness to participate
• View filmstrips on "zoo animals" and "pets"		Label, compare, recall characteristics of animals	Motivation to listen
• Share photographs of pets children have. Develop a display using these photographs.	Fine motor arm/hand precision	Communication Labeling Comparing	Willingness to participate Valuing self and others
3. Communications Center			
• Dictate on a tape recorder stories about animals	Punches buttons on tape recorder	Observing, classifying Uses descriptive vocabulary	Listens to another child

5. **Assessment.** The teacher will record growth of each child's participation in unit activities through the on-going assessment checklists for all three areas of development.

During daily planning sessions, classroom staff should share observations about specific children and share work completed by individual children.

ORGANIZING THE LEARNING ENVIRONMENT PROVIDING FOR THE NEEDS OF SPECIAL CHILDREN

"The State Board of Education of the State of Georgia hereby adopts a policy of providing a free appropriate public education opportunity to all handicapped children within the State of Georgia." (GEORGIA SPECIAL EDUCATION, ANNUAL PROGRAM PLAN, Public Law 94-142, DRAFT. for Fiscal Year, 1979.)

Recognition of Need

Recognizing those children who are not succeeding in the range of available activities provided in the classroom is a first step to providing for the educational needs of ALL children in the classroom. This recognition should signal to the classroom teacher a need to carefully observe and assess the child in an attempt to determine the cause(s) of the child's lack of success in this activity. At early ages, lack of success in school type activities may appear as a developmental lag, a lack of experience or a social/behavioral problem. Careful observation identifies where each child succeeds and where more attention is needed.

Working with Parents

Basic educational activities in the home such as cutting, pasting, matching, talking, listening and getting along with other children may provide needed practice for the child. Through parent/teacher communication, parents may become aware of their importance as the first educators of their child. If these basic activities have not been mediated for the child in the home, there is a good chance the child may appear "behind" other children in school. The kindergarten curriculum may be able to overcome this lack of experience in the home, depending on the severity of the deficit. In any case, working with parents to assist them in contributing to the maximum development of their child cannot be overestimated.

Role of the Teacher

Because the kindergarten teacher is usually the first professional educator the child meets, the teacher's role is crucial in providing (1) appropriate school experiences in which the child can experience success and (2) adequate diagnosis of need. The teacher must ALWAYS be wary of labeling children. As described earlier in the handbook, effective teaching

- gives children ample opportunity to succeed in a range of activity and materials;
- continually assesses where children progress along the continuum of growth domains;
- encourages success by matching children's levels of development with the levels of activity provided;
- assumes children enrolled in any kindergarten program will represent a range of developmental differences.

Teachers model acceptance or rejection of a child for the rest of the children in the classroom. When the teacher responds to a child as being "clumsy," "disruptive," "unable to succeed" or "demanding of teacher time," this misunderstanding will most likely be shared by children in the room. On the other hand, when the teacher treats the child as challenging and capable of succeeding at some level, others will be convinced of this as well.

Making Appropriate Referrals

When diagnostic teaching based on child observations and parental communication do not increase a child's performance, then appropriate professional referral becomes essential to determine in what setting and how the child may be best taught. Working with school system personnel to confirm the exceptional need of a child is most important. In Georgia, children with special needs beyond the average population of children include those who are mentally retarded, hard of hearing and deaf, speech impaired, visually handicapped, seriously emotionally disturbed, multihandicapped, hospital/homebound, deaf-blind, have specific learning disabilities and are gifted. Appendix G defines each category.

Following the diagnosis of exceptional need by school system personnel, recommendations for work with that child in the classroom may include

- allowing additional time for the child to complete activities;
- providing special equipment to complete activities (e.g., special magnifying devices for sight or hearing);
- providing a special setting or increased interaction between the adult and child.

Communicating Special Needs to Other Children

Teachers should openly talk about exceptional needs with the other children in the classroom. All children need to feel they are a vital part of the class and can participate to the best of their ability in classroom activities.

Like adults, some children tend to overprotect children with special needs. Children need to understand the circumstances surrounding the special condition of a child and learn how to work constructively with that child. Understanding that these children should be independent in their interactions in the classroom is extremely important. Special accommodations may be needed for these children.

Understanding how each individual in the classroom can most helpfully function under these conditions will set the stage for a maximum learning environment for all children.

- Many handicapping conditions are reversible.
- The earlier the recognition of a special need and provision for that need, the better the chance of making school success possible for the child.
- Diagnostic teaching is necessary to identify and significantly affect whatever the special need of a child may be.
- Avoid labeling.
- Every child, no matter what the level of development or condition, needs to experience support and success in the classroom.

ORGANIZING THE LEARNING ENVIRONMENT RESOURCES

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RESOURCES FOR TEACHERS

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LEARNING ENVIRONMENT PROGRAM EVALUATION CHECKLIST

PROGRAM EVALUATION: LEARNING ENVIRONMENT

	Yes	No	Sometimes	Notes
Planning				
1. Long range planning is used to				
A. Organize curriculum units, based on selection of objectives for individual child growth.				
B. Organize materials and equipment in advance.				
2. Long range planning is based on objectives sequenced along a continuum of child growth and development in the areas of				
A. Physical development				
B. Intellectual development				
C. Affective development				
3. The continuum of objectives				
A. States objectives in a sequence from simple to complex within each curriculum area.				
B. Is used for planning children's daily activity.				
4. Daily planning sessions				
A. Occur at a regular time each day.				
B. Involve teachers and aides.				
5. The planning process includes				
A. Selecting objectives based on children's observed activity.				
B. Developing learning centers and activities based on objectives matched to the need of an individual child or group of children.				
C. Selecting practical means of observing and recording child growth in active learning settings.				
D. Consideration of all three areas of child growth (physical, intellectual, affective).				
E. Consideration of children's past experiences in and out of school.				
F. Consideration of children's ideas about what should be learned or experienced.				
G. Identification of how each member of the instructional team will function in the classroom.				
Implementation				
6. The physical space in the classroom				
A. Is arranged into well defined learning centers.				
B. Motivates children to participate in a wide range of activity.				
C. Encourages and supports an active learning environment.				

	Yes	No	Sometimes	Notes
D. Reflects the cultural background of the children (bulletin boards, books, equipment).				
7. Adults in the classroom				
A. Interact positively with individual children.				
B. Observe individual children.				
C. Give suggestions and support to a child who needs help.				
D. Give feedback to children about their work.				
E. Record activity and growth of children.				
F. Accept and use children's out-of-school interests (television, toys, etc.) as themes for developing learning activities.				
8. Teachers involve children in the planning and assessment process by encouraging children to				
A. Talk about what they have done in the classroom during whole group discussion, small group discussion, individual conference.				
B. Suggest activity themes and materials for use in the classroom.				
C. Help develop classroom rules.				
9. Teachers support children's thinking by				
A. Listening to children's ideas.				
B. Verbally acknowledging children's activity.				
C. Accepting the language and ideas of children.				
D. Extending ideas of children.				
E. Asking open-ended questions.				
Evaluation				
10. A variety of recording methods are used to record individual child growth.				
11. Daily evaluation sessions are held with				
A. Individual children.				
B. Small groups of children.				
C. The entire class.				
12. During evaluation sessions, teacher communication focuses on the strengths of the child.				
13. During evaluation sessions, the child is made aware of needed improvements.				
14. A child's success is based on personal level of development as related to the continuum of objectives.				

	Yes	No	Sometimes	Notes
Scheduling				
15. The daily written schedule provides				
A. Planning time for children.				
B. Planning time for instructional personnel.				
C. Time to observe and assess child growth.				
D. Time blocks of one hour or more for learning center activity in which children are responsible for self-initiated and self-regulated activity selection.				
E. There is a balance between				
• independent exploratory/discovery activities.				
• vigorous play and less active play.				
• indoor and outdoor activity.				
16. The daily schedule identifies				
A. Time blocks.				
B. Learning center themes and activities.				
C. Materials or equipment needed at each learning center.				
D. Daily routines (i.e., snack time, bathroom break, lunch money collection, etc.).				
Learning Centers				
17. The classroom is organized into four or more of the following learning center areas.				
A. Construction Center				
B. Library Area				
C. Cook Center				
D. Game Center				
E. Multisensory Center				
F. Exploration Center				
G. Art Center				
H. Dramatics Center				
I. Motor Development Center				
J. Other				
18. Each center is organized around a theme.				
19. Learning centers				
A. Introduce new concepts and skills.				
B. Practice concepts and skills.				
C. Assist each child to take responsibility for his/her own learning.				
D. Provide a variety of activity choices to enhance individualized instruction.				

	Yes	No	Sometimes	Notes
E. Integrate physical, affective and intellectual development.				
F. Provide independent exploratory/discovery learning experiences.				
20. Activity options at each center account for a range of child levels.				
21. In managing learning centers				
A. Whole group or small group planning sessions are used to introduce learning centers to children.				
B. Expectations for children's behavior at the centers are clearly communicated to children.				
C. Children use a management system that limits the number of participants in each center (i.e., pocket chart, choice board, etc.).				
D. There are enough centers in the room for all children to be involved, limiting each center to five or less participants at any one time.				
22. Materials located at each center				
A. Relate to the center theme.				
B. Extend individual growth of children.				
C. Support a range of child levels.				
D. Are primarily manipulative.				
E. Can be used successfully by the children.				
23. Evaluation of child growth at learning centers is obtained				
A. As adult interacts with child during activity.				
B. As an adult observes child.				
C. By reviewing work child has completed at the center.				
D. By holding conferences with child.				
The Teaching Team				
24. The teaching team consists of a teacher certified in early childhood education and a teaching assistant.				
25. During the daily planning and evaluation sessions, the teacher and teacher assistant				
A. Exchange specific behavioral observations of children.				
B. Record relevant information about children.				
C. Select and plan learning activities for the next day.				
D. Identify adult roles and responsibilities in the classroom for the next day.				

	Yes	No	Sometimes	Notes
26. The teacher and teacher assistant				
A. Know and accept a common philosophy concerning the education of young children.				
B. Share routines and clerical chores.				
C. Feel comfortable about openly expressing ideas, suggestions and concerns to each other.				
27. The instructional teaching team systematically takes responsibility for communicating with the following about program operation.				
A. Parents				
B. Principal				
C. Supervisors				
D. Other kindergarten teachers				
E. Primary grade teachers				
F. Librarian or media specialist				
G. Psychological services staff				
H. Social workers				
I. Secretaries				
J. Custodial staff				
28. The teaching team systematically takes responsibility for communicating with the following about individual children.				
A. Parents				
B. Principal				
C. Supervisors				
D. Other kindergarten teachers				
E. Primary grade teachers				
F. Psychological services staff				
G. Social workers				

AFFECTIVE DEVELOPMENT
OVERVIEW

To become a person with confidence in himself the child needs to have opportunities to try himself out by initiating ideas and actions which are successful most of the time. (Hughes, 1970)

Development of individuals who have positive attitudes toward themselves, toward others, toward school, and toward learning is a basic aim of quality education for young children. These important goals form the hub around which successful learning and development revolve. Positive attitudes enable children to participate easily and successfully in the learning environment.

The teacher's ability to integrate attitudinal development into all areas of kindergarten activity greatly enhances the effectiveness of any educational experience for young children. The affective domain supports children's efforts to

- develop confidence in themselves and their feelings;
- participate with others in successful ways;
- accept and appreciate other people;
- value people and learning.

Recognizing the vital importance of affective development to all other areas of development, prominent educators and psychologists have produced a wide variety of affective methods and materials within three broad approaches.

- Cognitive development
- Values clarification
- Humanistic psychology

When developing a program for affective development of children, adults may find these three basic approaches helpful.

Cognitive Developmental Approach

This approach emphasizes development of the child's reasoning ability, based upon knowledge of the child's present stage of development. In one approach children are encouraged to think about difficult decisions faced by characters in a moral dilemma (Gailbraith and Jones, 1967). Films, filmstrips, audio tapes and records provide more variety in developing higher reasoning levels in children. Specific materials are listed at the end of this section and are recommended for use. The cognitive approach to affective development recognizes that the handling of feelings is an extremely sensitive issue. Overdirection may distort a child's development; so may lack of direction. Use of realistic situations in which children are directed to consider several possible solutions and to make decisions about behavior helps children realize the importance of controlling their impulses and in directing their own behavior.

Values Clarification Approach

Through a teacher's response, children learn to consider the consequences of what they have chosen, what they prize or what they are doing, i.e., they learn to clarify their personal value systems. Specific criteria for effective teacher responses are offered in materials listed at the end of this section.

Humanistic Psychology Approach

Humanistic psychology places primary emphasis on the child's development of a positive sense of self. Several commercial programs are available to further four major sources of self-concept development.

- Impressions received from others
- Accumulated experiences
- Ability to internalize experiences into thought processes
- Capacity to evaluate personal performance on the basis of internalized standards

This approach to affective development greatly affects the entire classroom environment by encouraging a social environment tuned into children's personal feelings and the feelings of others. Ideas for implementing the humanistic approach may be found in materials listed at the end of this section.

All three approaches to developing adequate affective development stress the adult's crucial role of encouraging a climate in which children may develop positive attitudes. Effective teaching involves effective interaction. The effective teacher provides a learning environment in which children

- can be successful most of the time;
- are recognized as valued members of the group;
- are accepted for who they are and what they bring with them to school — culture, language, physical traits;
- are recognized primarily for what they can do rather than what they cannot do;
- are encouraged to ask questions and helped to find answers and solutions;
- are encouraged to share their experiences from outside the school setting in order to use and elaborate upon those experiences for future learning;
- are required to do only that which they are capable of doing.

In all three approaches to the affective development of children, teachers support children's growth by

- accepting children's ideas;
- listening to the child;
- expressing confidence in the child;
- suggesting new ways of exploring and working without pressure;
- helping the child to elaborate an idea;
- helping the child to evaluate personal behavior and accomplishments objectively;
- reinforcing positive attitudes and achievements.

Child/teacher interactions must be consistently supportive. Activities must allow children to experience success as well as support further growth and development. The total learning environment must consistently support, extend and reinforce positive attitudes of the children toward themselves, toward others, toward school and toward learning.

AFFECTIVE DEVELOPMENT GOALS

AFFECTIVE GOALS

AWARENESS:	A literal awareness of oneself and others
WILLINGNESS:	Willingness to participate in school activities
RESPONDING:	Motivation to listen to, accept and appreciate working with other people
VALUING:	Valuing oneself, other people and learning

A continuum of objectives has been developed for each affective goal area to assist in identifying activities that will provide for a range of abilities and growth in this area of development. The reader will note that in addition to specific activity suggestions, classroom management techniques and classroom organization suggestions have been included to support this phase of child development.

The following objectives and activities for each goal area are suggested for implementation with kindergarten children.

AFFECTIVE DEVELOPMENT
SCOPE OF GOALS, GOAL AREAS AND OBJECTIVES

Goal – AWARENESS

Goal Area – Awareness of self

Continuum of Objectives

1. The child can state his/her complete name, address and phone number.
2. The child can describe him/herself physically.
3. The child can identify his/her own feelings.
4. The child can identify him/herself as somebody other people like.

Goal Area – Awareness of others

Continuum of Objectives

1. The child can identify other children.
2. The child can describe other children.
3. The child responds to feelings of others.

Goal – WILLINGNESS

Goal Area – Willingness to work in activity

Continuum of Objectives

1. The child willingly participates in a particular activity.
2. The child willingly participates in a variety of activities.

Goal Area – Willingness to work with others

Continuum of Objectives

1. The child willingly participates with a particular group.
2. The child shares his/her experience with children outside the group.

Goal – RESPONDING

Goal Area – Responds to others

Continuum of Objectives

1. The child listens to another child.
2. The child answers another child's request.
3. The child anticipates another child's need.
4. The child shares something of value with another child.

Goal Area – Responds to a group

Continuum of Objectives

1. The child responds to limits set for classroom and outdoor activity.
2. The child takes responsibility for personal role as a member of the group.
3. The child contributes to group discussions and group planning by supplying relevant information and ideas and asking thought-provoking questions.

Goal – VALUING

Goal Area -- Values self

Continuum of Objectives

1. The child will take care of his/her physical self.
2. The child will state his/her wishes and opinions.
3. The child will defend his/her wishes and opinions.

Goal Area – Values others

1. The child will listen to another child's opinions.
2. The child will ask for another child's opinion.
3. The child will consider different points of view before forming an opinion.
4. When the group cannot agree, the child will suggest a compromise.

AFFECTIVE DEVELOPMENT
CHILD ASSESSMENT CHECKLIST

CHILD ASSESSMENT CHECKLIST: AFFECTIVE DEVELOPMENT

Goal	Awareness							Willingness				Responding							Valuing								
Areas	Self				Others			Work in Activity		Work With Others		To Others				To a Group			Self			Others			Learning		
indicators Child's Name	Can state complete name	Can describe self physically	Can identify own feelings	Can identify self as somebody other people like	Can identify other children	Can describe other children	Can respond to feelings of other children	Willingly participates in a particular activity	Willingly participates in a variety of activities	Willingly participates with a particular group	Willingly shares experiences with other children	Listens to another child	Answers another child's request	Anticipates another child's need	Shares something of value with another child	Responds to indoor and outdoor limits	Works with a group to complete a project	Participates in group planning—supplies information & asks questions	Takes care of self physically	States wishes and opinions	Defends wishes and opinions appropriately	Listens to other child's opinion	Asks other child for opinion	Suggests compromise	Remains involved until task is completed	Speaks out in learning activity	Seeks to share what she/he has learned
No. 1																											
No. 2																											
No. 3																											
No. 4																											

AFFECTIVE DEVELOPMENT
SUGGESTED ACTIVITIES

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Goal – AWARENESS

Goal Area – Awareness of self

Continuum of Objectives

1. The child can state his/her complete name, address and phone number.
2. The child can describe him/herself physically.
3. The child can identify his/her own feelings.
4. The child can identify self as somebody other people like.

Suggested Activities

1. The child can state his/her complete name, address and phone number.

- Consistently address children by name. During the first week of school, the teaching staff may wish to put name tags on the children to assist all adults in the classroom and school to address each child by name.
- Read books to children such as *Maria, Everybody has a Name.*
- Print child's name on each piece of work he/she completes (e.g., a picture child has drawn, a story a child has dictated).
- Develop a class looseleaf notebook with a personal page for each child, including name, address and phone number; a photograph of the child taken while participating in a classroom activity; a sentence describing the picture, dictated by the child. When the youngster can state his/her complete name, address and phone number, he/she gets to take the page of the notebook home.

2. The child can describe self physically.

- Sing song, "Head, Shoulders, Knees and Toes."
- Give child a small hand mirror to identify the basic parts (e.g., face, hair, ears, eyes, nose, mouth, forehead, eyebrows, eyelashes, cheeks, lips, teeth, chin). Then ask children to describe where a certain part is located. Activity may lead to development of a book consisting of dictated sentences from children to describe each part of their bodies.
- Outline child's body on a large sheet of paper. Have child draw or paint in specific characteristics. Display these outlines in the classroom or the hallway. You may want to have other children guess who each outline represents.

3. The child can identify his/her own feelings.

- Encourage children to talk about their feelings as they experience a variety of activities. For example, "How did you feel after you had finished climbing to the top of Stone Mountain?" "How did you feel after you realized that you had bumped into her accidentally?" "How did you feel when mud got splashed on your jeans?"
- During whole group discussion time, show the children a series of pictures of children showing a variety of emotions (e.g., happy, angry, bored, sad). Ask children to identify how these children feel. Ask the children to recall when they had feelings just like the child in the picture.
- Develop a "Feelings" book or mural in which children dictate an incident that made them feel __________. Have children illustrate their dictation.

4. The child can identify self as somebody other people like.

- Throughout the day, adults in the classroom need to praise children and tell them why they like their behavior or work. The more specific the teacher can be, the more helpful this will be for the child. For example, the teacher might say, "I believe that collage is the shiniest collage I have ever seen." Sincerity, on the part of the teacher, is very important.

- During whole group discussions, thank children for such things as sharing a new experience, sharing an idea, sharing a favorite book.
- Have fun with all of the children. Systematically choose to engage with a single child or a group of children for fun; balance on the teeter totter; play games with the children rather than directing the games all of the time.

Goal Area – Awareness of others

Continuum of Objectives

1. The child can identify other children.
2. The child can describe other children.
3. The child responds to feelings of others.

Suggested Activities

1. The child can identify other children.

- Play circle name game. First child says, "I want you to meet Gary." Second child says, "I want you to meet Gary and Brenda." The third child says, "I want you to meet Gary, Brenda and Martha."
- Play Blind Man's Bluff. One child is blindfolded. Another child is selected to go up to the blindfolded child. The child who is blindfolded must try to guess who the child is by feeling the child. If the child who is blindfolded cannot guess the name of the child after three tries, the other child is blindfolded.
- Ask children if they can tell you who is absent from class.

2. The child can describe other children.

- Play I Spy. One child describes another child without saying the child's name. The rest of the children try to guess which child is being described. The first child to identify the child by name gets to describe another child for the class.
- Develop riddles with children to describe children in the class. For example

  He has blond hair and blue eyes.
  He likes to look at books about ships.
  His father is a policeman.
  His name is ___________.

  These riddles may be written down and placed in a book to be read back to the children. Answers to each riddle may be put on the back of each riddle page.
- Develop bar graphs to describe characteristics of the children such as birthdays, shoe size, weight, waist size, height, color of hair. Discuss who is represented by each bar on the graph.

3. The child responds to the feelings of other children.

- Share with the children your own experiences of helping or sympathizing with another person. Encourage children to share their own similar experiences with you.
- Show children a series of pictures in which children are in need of help, e.g., a child dropping grocery bag full of groceries, a child falling, a child who is hungry. Discuss what they would do if they met the child in the picture.
- Take every opportunity to share with the class incidents involving children in the classroom who helped a child who needed help. If the children involved are willing, they might share with the group how they felt while the incident happened and how they felt when another child gave them some help or offered a kind word.

Goal – WILLINGNESS

Goal Area – Willingness to work in activity

Continuum of Objectives

1. The child willingly participates in a particular activity.
2. The child willingly participates in a variety of activities.

Suggested Activities

1. The child willingly participates in a particular activity.

- Establish clear expectations for the child for a particular activity. Give the child enough support that success is almost assured. Compliment the child on completing the activity.
- Having given clear directions for involvement in an activity, ask the child to complete the activity alone. Be available to the child if assistance is needed. Compliment the child on completing the activity.
- Ask the child to manipulate a set of materials located at a center to find out something about those materials. Allow the child to work independently or with another child. After several minutes encourage the child to describe the objects. Value the discoveries by sharing them with other members of the class or writing them down to share later.

2. The child willingly participates in a variety of activities.

- Describe a variety of things a child might do at one learning center. For example, at the Multi-Sensory Center, the child may try to guess what smell is contained in each of the six smelling jars or look through a smell book or use a tape recorder to describe how a piece of food smells. The child selects one of the activity options and completes the activity. Time permitting, the child may repeat the activity or select another activity at the center.
- During whole group planning and discussion time, the teacher describes the activities that are located at each of the learning centers that week. Each child is asked to select the learning center they would like to work in first. At the end of the week, each child is expected to have completed at least one activity at each center. Each child will place his/her name tag at a center in which he/she completed at least one activity each day.
- Locate interest centers in the classroom which contain a variety of activities based on the children's interest and which are available to the children anytime during the day when they are not involved in planned whole group or small group activity.
- The children are allowed to select an activity that they want to do during self selection time. Activities available during this time are listed on a chart with a symbol after each one to help the children to remember what the activities are. Each child's name is listed at the top of the chart. Each child colors in the appropriate box to indicate which activity he/she has selected for that day.

Goal Area – Willingness to work with others

Continuum of Objectives

1. The child willingly participates with a particular group.
2. The child shares experiences with children outside the group.

Suggested Activities

1. The child willingly participates with a particular group.

- Organize a daily planning time with the children in which they may request participation with a particular group.
- Organize children in different ways throughout the school year. For example, at times you may ask children to work together who have a similar interest. At times you may ask children to work

together who have a similar need. At times you may ask children to work together because they selected to work together.

- Rotate groups through the learning centers. Each group works together at a center and rotates through the rest of the centers together, during the rest of the day or the rest of the week.

2. The child willingly shares experiences with other children outside the group.

- During whole group planning and discussion time, encourage children working in different groups to share what they have done.
- Encourage children to have their work displayed in a designated area of the classroom. Allow children to look at and discuss the displays with other children.

Goal – RESPONDING

Goal Area – Responds to others

Continuum of Objectives

1. The child listens to another child.
2. The child answers another child's request.
3. The child anticipates another child's need.
4. The child shares something of value with another child.

Suggested Activities

1. The child listens to another child.

- Play Simon Says. One child gives directions to the rest of the children. Each time he/she prefaces the direction with "Simon Says," the children must follow the direction. Each time the direction is not prefaced with "Simon Says," the children should disregard the directions. Any child who makes a mistake must sit down. The object of the game is to seat as many children as possible.
- Play Add a Line. Children are seated in a circle. The first child says, "I went to the grocery store, and I bought a popsicle. The second child says, "I went to the grocery store, and I bought a popsicle and a drum stick." The third child in the circle says, "I bought a popsicle, a drum stick and a piece of celery."
- Establish polite habits while children are listening to another child talk about an experience during whole group time. Encourage the children to listen carefully enough that they can share with someone else what the child said.

2. The child answers another child's request.

- Talk with children about different ways to ask or request things. The book *What Do You Say Dear* may be a helpful way to start the discussion. Compliment children on their polite requests.
- Encourage children to participate in activity planning. During planning time, encourage children to share ideas and requests for new and different activities. Ask children for ideas that will incorporate these requests into the next day's activity.
- Select learning center leaders who will answer questions that other children at the center may have and who will get additional materials and resources if needed.

3. The child anticipates another child's need.

- Using pictures or a filmstrip, ask the children what they might do to help each child in the pictures. Ask the children to discuss times when they were able to help another child because they knew ahead of time what was needed.

- Play I am Going To Need. Children are seated in a circle. The first child makes up a story such as, "I am fixing lunch. I want to make some sandwiches. I am going to need ____________." The second child finishes the last statement and begins a story of his/her own.
- Talk with children in large or small groups about incidents that happen in the classroom and on the playground. Encourage the children to think about ways they might have helped the child in need. Praise children who offer help voluntarily so that the entire class knows about these efforts.

4. The child shares something of value with another child.

- As children bring things from home to share with the rest of the class, talk about how this property should be taken care of while in the classroom. Always allow the child who owns the property to decide if she/he wants individual children to handle it. Praise children who obviously are taking good care of someone else's property.
- Encourage children to talk about their most prized possessions. The teacher may write this feeling into a book illustrated by the child. The teacher could ask, "What is your favorite thing that belongs just to you?" "Why do you like it so much?" "Who would you be willing to share this with?" "If you share this with somebody else, how would you want them to handle it?"

Goal Area — Responds to a group

Continuum of Objectives

1. The child responds to limits set for classroom and outdoor activity.
2. The child takes responsibility for his/her role as a member of the group.
3. The child contributes to group discussions and group planning by supplying relevant information and ideas and asking thought-provoking questions.

Suggested Activities

1. The child responds to limits set for classroom and outdoor activity.

- Before children participate in a group activity, discuss with them expectations for behavior that will allow members of the class to live together more happily. Emphasize the need to respect the rights of other people. Develop a shart set of rules through which they will learn to respect the rights of others. For example, "Everyone in this classroom has the right to move around the classroom without getting hurt. Therefore, we will always walk in the classroom. Everyone in the classroom has the right to ask for help on a project, if it is needed. Therefore, we will always use 'inside voices' in the classroom so people can be heard when they speak."
- During whole group time, encourage children to share problems they might have had completing work at a center. If appropriate, ask the other children to suggest how this problem might be avoided in the future.

2. The children take responsibility for personal role as group members.

- Give children opportunities to participate in a variety of groups. Some groups are organized by interest, some by need and others are based on a skill level.
- Ask children to assume different roles in a group. For example, one child will get the materials, another child will return the materials, another child will put the children's work in a folder.
- Have children decide which member of the group will perform certain tasks.

3. The child contributes to group discussions and group planning by supplying relevant information and ideas and asking thought-provoking questions.

- During whole group planning and discussion time, review with the children what happened today. Then discuss with the children what will happen tomorrow. Encourage the children to participate in the plan for tomorrow by asking what activities require more time than was available today, or what they might like to add to__________learning center to make tomorrow's activity easier. The response to these and other questions should be incorporated into the next day's planning. The adults in the classroom will need to add their own knowledge about the children in making final decisions about tomorrow's activities.

- Work with small groups of children to organize a particular project. Compliment children as they ask relevant questions about the plan. Encourage children to think together to answer these questions.

Goal – VALUING

Goal Area – Values self

Continuum of Objectives

1. The child will take care of physical self.
2. The child will state his/her wishes and opinions.
3. The child will defend his/her wishes and opinions.

Suggested Activities

1. The child will take care of the physical self.

- Read books to children which deal with such topics as brushing teeth, eating good food, getting dressed.
- Put a variety of cleaning and grooming items in the Housekeeping Center. For example, soap and water, play barber and beauty parlor sets, clothes. Encourage children to dramatize getting ready for bed, getting ready for school, preparing food. Pick up cues from the children about their understanding of self-care.
- Organize a learning center around the theme "Keeping Healthy." Activity options might include cutting out pictures of good food to eat and pasting these pictures on a class mural, dictating a sequence of activity related to getting up in the morning, drawing pictures of people who are taking care of themselves.

2. The child will state his/her wishes and opinions.

- Acknowledge children's requests when they are clearly stated. Compliment children for asking for something clearly. As much as possible, do not recognize children when they point or whine. The teacher may want to assist a child to state a request, if it is felt that the child may lack language to make the request.
- Ask children individually and in groups to give their opinion about something that happened in the classroom, e.g., "How might we make it easier to wash the brushes at the art center?" As much as possible, accept in some form the contribution of the child.

3. The child will defend his/her wishes and opinions.

During group discussion time, when children do not agree on a solution, ask individual children to explain why they think their solution is the best solution. Assist the children to defend their decisions as the most reasonable solution. The children may also be assisted to develop a compromise decision based on this discussion.

Allow children opportunity to try out a solution. Talk with the children following the try out to conclude whether or not the solution tried out worked well. Be sure that success or failure of the child is not a part of this process. Focus on determining what does and does not work.

Goal Area – Values others

Continuum of Objectives

1. The child will listen to another child's opinions.

2. The child will ask another child for an opinion.
3. The child will consider different points of view before forming an opinion.
4. When the group cannot agree, the child will suggest a compromise.

Suggested Activities

1. The child will listen to another child's opinions.

- Provide a model for children's listening behavior by sincerely listening to children in a variety of settings.
- Discussion of the right of all children to be heard should lead to establishing how we listen to another child. For example, looking at the child speaking, not disturbing others or our own listening by speaking or moving.
- Encourage children to respond to another opinion by stating why they agree or disagree with the opinion.

2. The child will ask another child for an opinion.

- During large and small group meetings encourage children to work together by sharing with each other ideas for how to complete a project.
- Encourage children to consider the variety of ways children can get help with an activity if they need it. This help may come from adults or children in the classroom. Praise children for seeking help when they need it.

3. The child will consider different points of view before forming an opinion.

- Encourage children to work in groups to solve a problem, then state their collective solution to an adult or to the class at large.
- Plan a touchbox activity in which children guess the names of the objects after feeling them. Have small groups of children work together to agree on the items in the touchbox before reporting their conclusions to an adult or to the whole group.

4. When the group cannot agree, the child will suggest a compromise.

During whole group planning and discussion sessions, assist children to reach a compromise solution. Use the term compromise to describe the discussion process.

As children plan in small groups, talk about the fact that sometimes everyone will not agree on what to do. When this happens, it is necessary to get everyone's ideas and then, as a group, decide on how these ideas might be put together to come out with a workable plan. The children will need much adult support in these efforts. Compliment the children in front of the group when they are able to come up with a compromise plan.

Goal Area — Values learning

Continuum of Objectives

1. The child remains involved in a learning activity until the task is completed.
2. The child seeks new learning activity.
3. The child shares with others what she/he has learned.

Suggested Activities

1. The child remains involved in a learning activity until the task is completed.

- Be sure that the child is capable of successfully completing an activity before she/he is expected to complete the activity. Prior observations of the child working determines the match between the child's level of ability and the task. At the very beginning of the year, engage children in a variety of high interest activities which are a best guess as to successful activity for a group of five-year-olds. For example, form boards, puzzles, stringing macaroni, sand and water play are usually high interest, success oriented activities for this age child.

- Reinforce the completion of activity. This may include displaying work children have completed, talking with them about work they have completed, asking them to share with somebody else something they have completed.

2. The child seeks new learning activity.

- Encourage children to add suggestions for activity during the whole group planning sessions.
- Consistently provide a range of options at the learning centers so that new activity is added to the center as children are capable of handling it.

3. The child shares with others what she/he has learned.

- Saturate the classroom environment with displays of children's work. These displays should change every few days to allow children to share this work with their families.
- Allow children to talk about what they are doing with other members of the group or the class. Support children to talk about what they learned in addition to describing the activity.

AFFECTIVE DEVELOPMENT CURRICULUM RESOURCES

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Cognitive Developmental Affective Approach

A filmstrip and record program presenting young children in various situations of moral conflict.

First thing: Values. Pleasantville, New York: Guidance Associates, 1972.

Gailbraith, R. E., and Jones, T. M. *Moral Reasoning: A Teaching Handbook for Adopting Kohlberg to the Classroom.* Minneapolis: Greenhaven Press, Inc., 1967.

Values Clarification Affective Approach

Fraenkal, J. R. *How to Teach About Values.* Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

Kerschenbaum, H., and Simon, S. B. (Eds.). *Readings in Values Clarification.* Minneapolis: Winston Press, 1973.

Raths, L. E., Harmin M., and Simon, S. B. *Values and Teaching.* Columbus, Ohio: Charles E. Merrill, 1966.

Humanistic Psychology Approach

A program of activities with an accompanying kit of materials designed to help children understand social-emotional behavior:

Developing Understanding of Self and Others (DUSO Kit). Circle Pines, Minnesota: American Guidance Service.

Palomares, U. *Magic Circle.* LaMess, California: Human Development Training Institute, 1967.

AFFECTIVE DEVELOPMENT PROGRAM EVALUATION CHECKLIST

PROGRAM EVALUATION: AFFECTIVE DEVELOPMENT

	Yes	No	Sometimes	Notes
Continuum of Objectives				
1. A continuum of objectives in the affective area is used to				
A. assess individual child growth and need;				
B. select and plan classroom activity.				
Classroom Activities				
2. In all classroom activities, children are supported to				
A. develop confidence in themselves and their feelings;				
B. successfully participate with others;				
C. accept and appreciate other people;				
D. value people and learning.				
3. The following specific learning activities have been planned according to one or more of the goal areas described within the continuum of objectives.				
A. Awareness. The child is developing a literal awareness of self and personal feelings.				
B. Willingness. The child is developing the ability to successfully participate with others in a variety of ways.				
C. Responding. The child is developing the ability to listen to, accept and appreciate other people.				
D. Valuing. The child is developing the ability to accept and value learning and people.				
Learning Environment				
4. The teacher provides a learning environment in which children				
A. can be successful most of the time;				
B. are recognized as participating and valued members of the group;				
C. are accepted for who they are and what they bring with them to school (culture, language, physical traits);				
D. are recognized primarily for what they can do rather than what they cannot do;				
E. are encouraged to ask questions and helped to find answers and solutions;				
F. are encouraged to share their experiences from outside the school setting in order to use and elaborate upon that experience for future learning;				

	Yes	No	Sometimes	Notes
G. are required to do only that which they are capable of doing.				
5. Teachers support growth of children by				
A. accepting the ideas of children;				
B. listening to the child;				
C. expressing confidence in the child;				
D. suggesting new ways of exploring and working without pressure;				
E. helping the child to articulate an idea;				
F. helping the child to evaluate behavior and accomplishments objectively;				
G. reinforcing the child's positive attitude and success.				

PHYSICAL DEVELOPMENT
OVERVIEW

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"In a very real measure, the degree of success the elementary child experiences in his work and play is influenced by his ability to execute movement patterns effectively and efficiently. For the child, movement is one of the most used means of non-verbal communication and expression. It is one of the important avenues through which he forms impressions about himself and his environment." (Elementary School Physical Education Commission, 1977)

The young child's physical development, as described above, critically affects all other areas of development. Through physical activities, children acquire knowledge about their own physical capabilities and limitations as a basis for a positive and accurate self-image. Children become more sensitive to the needs and feelings of others and develop positive leadership skills as they begin to interact with others in simple games. Much of the young child's understanding in all curriculum areas occurs as the result of physical interactions with objects and other people. Movement is crucial to the development of such basic concepts as time, space, motion, force and balance. Since most of the young child's learning is expressed through some form of motor behavior, it is critical to stimulate physical development in a quality kindergarten program.

In selecting appropriate activities to further the physical development of kindergarten children, the following developmental characteristics should be considered.

- Development of motor skills occurs in approximately the same sequence, but not at the same rate.
- All children do not automatically become skilled in physical activities. There is a need for practice and adult guidance or instruction.
- Children are naturally active; they need opportunities to explore movement possibilities by moving freely.
- Development of fundamental movements (running, jumping, throwing, catching, balancing) occurs primarily during the preschool years.

Regardless of the specific activity planned to enhance physical development, the role of the adult is crucial in creating a climate in which children can develop controlled, physically fit bodies.

The effective teacher should provide a learning environment in which

- children are active most of the time;
- competition is minimized;
- children are provided with a variety of interesting and challenging activities;
- appropriate types and amounts of equipment are available;
- individual efforts are recognized and mistakes are treated as a natural part of the learning process;
- all children are encouraged to participate at their own level of skill – creative approaches to movement problems are encouraged;
- all children are encouraged to evaluate their own performance.

The kindergarten teacher should encourage and should guide the efforts of children to use movement as a means to control and adjust to their environment. As children become competent in a variety of physical skills, they develop a sense of self-confidence and security that leads them to initiate new physical experiences.

PHYSICAL DEVELOPMENT GOALS

Physical Goals

GROSS MOTOR	Physical activity involving the use of large muscles.
FINE MOTOR	Physical activity involving the use of small muscles.

Goal areas have been identified for each of the major physical development goals. For each goal area, a continuum of objectives and suggested activities have been developed to meet the physical development needs of children with a range of ability.

The following objectives and activities are suggested for implementation with kindergarten children.

PHYSICAL DEVELOPMENT SCOPE OF GOALS, GOAL AREAS AND OBJECTIVES

Goal – GROSS MOTOR DEVELOPMENT

Goal Area – Static balance

Continuum of Objectives

1. The child will explore a variety of nonlocomotor movements in which the body remains in one stable position.
2. The child will use different parts of the body as a base of support.
3. The child will use a combination of nonlocomotor movements with stability.

Goal Area – Dynamic balance

Continuum of Objectives

1. The child will maintain balance while exploring a variety of locomotor movements.
2. The child will make smooth transitions when changing directions, landing, stopping and starting locomotor movements.
3. The child will use a combination of locomotor movements with stability.

Goal Area – Gross motor coordination

Continuum of Objectives

1. The child will explore various ways to move from one place to another in a coordinated way.
2. The child will be able to move in various speeds, directions, levels and rhythms.
3. The child will be able to combine movements with a variety of equipment.
4. The child will be able to coordinate movements with those of another child.

Goal Area – Agility and endurance/strength

Continuum of Objectives

1. The child will explore different amounts of force that can be used with locomotor movements.
2. The child will participate in sustained vigorous activity.

Goal Area – Arm and hand precision

Continuum of Objectives

1. The child will explore various ways to move the arms and hands.
2. The child will explore various ways to move the arms and hands in combination with different types of equipment.

Goal Area – Hand and finger dexterity

Continuum of Objectives

1. The child will explore different ways to move hand and fingers.
2. The child will explore various ways the hands and fingers can manipulate different types of objects.

PHYSICAL DEVELOPMENT
CHILD ASSESSMENT CHECKLIST

CHILD ASSESSMENT CHECKLIST: PHYSICAL DEVELOPMENT

Goal	Gross Motor									Fine Motor							
Areas	Static Balance			Dynamic Balance			Coordination			Agility and Endurance			Arm/ Hand Precision		Hand/Finger Dexterity		
Indicators Child's Name	Balances on foot with support	Balances on foot without support	Moves rapidly, then freezes	Runs smoothly	Skips	Walks Balance Beam Unsupported	Rides wheel toys	Builds with large blocks	Kicks rolled ball	Hops 15 feet	Climbs cargo net	Runs 50 yards with quick recovery	Builds with blocks	Nails objects together	Strings large beads	Cuts with scissors	Cuts on line with scissors
1.																	
2.																	
3.																	
4.																	

PHYSICAL DEVELOPMENT
SUGGESTED ACTIVITIES

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Goal – GROSS MOTOR DEVELOPMENT

As children experiment with various ways to understand, adjust to and control their environment, their motor performance is constantly influenced by the following qualities of movement.

- Force (e.g., light - heavy)
- Time (e.g., fast - slow, gradual - sustained)
- Flow (e.g., smooth - jerky)
- Space (e.g., high - medium - low level; wide - narrow range; forward - backward - diagonal direction; straight - zigzag pattern)
- Environment (e.g., various surfaces, textures and equipment)

(Gallahue, Werner and Luedke, 1975)

The teacher should plan activities for physical development that allow children to experience each of these qualities of movement in a variety of ways. Activities should be planned to follow a cycle of

- exploring the variety of movements possible in a given setting;
- discovering solutions to movement problems;
- combining familiar movements to form an integrated pattern.

Individual performance and improvement should be emphasized throughout the gross motor development program. The process of solving movement problems posed by the teacher or by the physical environment should be more important than competition with peers. The teacher should encourage children to use movement as creative self-expression. Most activities planned for young children should allow for individual differences by accepting more than one correct response.

Within the broad goal of gross motor development, the following goal areas have been identified.

• Static Balance	Nonlocomotor balance, such as balancing on one foot.
• Dynamic Balance	Balance when the body is in motion, such as walking a balance beam or riding a bicycle.
• Gross Motor Coordination	Body is generally well coordinated so that the individual can successfully participate in most activities requiring use of muscles.
• Agility and Endurance/ Strength	Participation in activities which require use of muscles over an extended period of time.

(Lillie, 1975)

Goal Area – Static balance

Continuum of Objectives

1. The child will explore a variety of nonlocomotor movements in which the body remains in one stable position.
2. The child will use different parts of the body as a base of support.
3. The child will use a combination of nonlocomotor movements with stability.

Suggested Activities

1. The child will explore a variety of nonlocomotor movements in which the body remains in one stable position.

- Give children directions for bending, stretching, turning or twisting individual body parts (e.g., "Put your ear close to your shoulder." "How high can you reach?" "Turn as many ways as you can on one foot."). This might be played as a "Simon Says" game.
- Show children pictures of objects or animals (e.g., tree, elephant, frog, windmill). Have them imitate the position and movement of the picture.

- Give children hula hoops to rotate around various body parts (e.g., waist, arms, legs).
- Play "Freeze." Allow children to move in individual ways in one spot. When they hear the signal, they must "freeze" and hold that position until they hear the signal again.

2. The child will be able to use different parts of the body as a base of support.

- Give verbal challenges for body positioning (e.g., "Make the whole front of your body touch the floor." "Touch the floor with just two body parts." "Balance without your feet touching the floor.").
- Have children keep hands in one spot on the floor and move feet into different positions.
- Make a bridge shape with the body. Change the shape of the bridge (e.g., make it high, long, twisted).

3. The child will be able to use a combination of nonlocomotor movements with stability.

- Have children combine different bases of support with landing, stretching or twisting movements (e.g., stretch arms and legs in many different ways while resting on your back, on your stomach, on your hands and knees).
- Ask children to show how many ways they can swing their arms while bending forward, backward, sideways.
- Have children make transitions from one body position to another (e.g., "Make yourself into a tiny ball, then jump as high as you can.").
- Put a small collection of objects on the floor. Have children pick them up with one hand while standing on one foot.

Goal Area – Dynamic balance

Continuum of Objectives

1. The child will maintain balance while exploring a variety of locomotor movements.
2. The child will make smooth transitions when changing directions, landing, stopping and starting locomotor movements.
3. The child will use a combination of locomotor movements with stability.

Suggested Activities

1. The child will maintain balance while exploring a variety of locomotor movements.

- Use verbal challenges (e.g., "Show me different ways to move on your feet." "How can you roll from here to the wall?").
- Play follow the leader with groups of three to four children. The leader should use different methods of moving from one place to another.
- Have children walk or run with the body in various positions (e.g., bent forward, with knees high, with arms above the head, on tiptoes).
- Have children move in various ways on a line of tape or a balance beam (e.g., walk slowly with alternate feet in front, walk with one foot always leading, walk sideways, walk with bean bag balanced on head).

2. The child will make smooth transitions when changing directions, landing, stopping and starting locomotor movements.

- Dodge an imaginary and then a real ball (lightweight material) in a variety of positions (e.g., by bending while in one spot, by running or jumping out of the way).
- Use a series of boxes of various heights to give children opportunities to experiment with landings. Guide them to explore new ways (e.g., try landing with feet close together, with feet wide apart, with one foot in front of the other).

- Play "Jump the Creek" by placing two ropes on the floor for children to jump over. Difficulty can be changed by the distance between the ropes and the type of jump used.
- Play a variation of "Freeze." Children may move around the room until they hear the signal. Challenge them to stop in different positions (e.g., with feet wide apart, on their toes, with one foot in front of the other).
- Play "Bumper Cars." Partners face each other with hands on each other's shoulders. One partner steers the other backwards. The object is to avoid bumping other cars.

3. The child will be able to use a combination of locomotor movements with stability.

- Provide riding wheel toys (e.g., tricycle, scooter).
- Organize a game of "Mother May I?" in which children take various types of steps (e.g., giant, baby, backward, normal).
- Balance a bean bag on outstretched hands or head while walking or running.
- Use a ladder as a variation of the balance beam. Have children move on it in a variety of ways (e.g., walk on rungs, jump or hop in spaces, walk on right or left side).
- Have children move from different positions of body support (e.g., crab walk: sit on floor with hands behind body, raise body on hands and feet and walk backwards slowly. Bunny walk: place hands at side of head for ears and hop forward with feet together. Snake: lie flat on stomach and wiggle forward, backward, sideways.).

Goal Area – Gross motor coordination

Continuum of Objectives

1. The child will explore various ways to move from one place to another in a coordinated way.
2. The child will be able to move in various speeds, directions, levels and rhythms.
3. The child will be able to combine movements with a variety of equipment.
4. The child will be able to coordinate his/her movements with those of another child.

Suggested Activities

1. The child will explore various ways to move from one place to another in a coordinated way.

- Walk or run like an animal (e.g., horse, camel, hippo) or another person (e.g., father, mother, clown).
- Pretend you are walking or running uphill, downhill, on the side of a hill.
- Jump or hop down the street over imaginary mudpuddles.
- Play circle games to recorded music which suggest a series of movements (e.g., "Looby Loo," "Mulberry Bush").
- Gallop or skip to the beat of a drum or tambourine.

2. The child will be able to move in various speeds, directions, levels and rhythms.

- Walk, run or march to the beat of a drum pattern or to recorded music. Match movements to the tempo of the instruments.
- Move like a rag doll; like a wooden soldier.
- Move (run, walk, jump, hop, skip, gallop) in different patterns set by the teacher or a child leader (e.g., straight, curved, zigzag). Patterns may be marked with tape on the floor to follow.
- Jump over a rope held at varying levels from the floor.
- Hop and jump like an Indian doing a rain dance.

3. The child will be able to combine movements with a variety of equipment.

- Walk or run up and down short flights of stairs.

- Create an obstacle course containing equipment such as ropes, boxes, balance beam, jumping targets, old tires, ladders, inclined boards. The materials will influence the types of movements children use to go through it. Let children explore different ways of moving over, under, around and through the course. Challenge them to use different movements each time they try it.
- Put jumping targets at appropriate heights on the wall or suspend them overhead. Have children combine different movements to reach them.
- Provide equipment at appropriate heights for climbing (e.g., wooden structure, inclined ladders, cargo nets, suspended tires). Challenge children to climb on them in various ways.
- Provide children with bean bags or balls of various sizes. Let them experiment moving bag or ball with different parts of the body (e.g., ball rolling, passing, throwing, catching, bouncing, kicking).

4. The child will be able to coordinate his/her movements with those of another child.

- Have pairs of children play tug-of-war with hula hoops or old bicycle inner tubes.
- Play "Seesaw." Pairs of children sit facing each other with soles of feet touching. One child leans forward as the other leans back.
- Have two children hold the ends of a long jump rope and wriggle it on the floor or swing it slowly back and forth. Children jump, leap or hop over the rope in individual ways.
- While one child sits on a gym scooter, a partner guides him/her through a simple obstacle course by pushing on shoulders.

Goal Area – Agility and endurance/strength

Continuum of Objectives

1. The child will explore different amounts of force that can be used with locomotor movements.
2. The child will participate in sustained vigorous activity.

Suggested Activities

1. The child will explore different amounts of force that can be used with locomotor movements.

- Walk, run or jump as high or quietly as possible, then with heavy or hard steps.
- Pretend they are moving on ice, in snow, in sand, in mud, on a hot sidewalk.
- Kick playground balls against a wall with varying amounts of force and with different parts of the foot.
- Throw a ball at increased speeds.
- Push different sized objects.

2. The child will participate in sustained vigorous activity.

- Using a single jump rope, child should jump as many times as possible.
- Have children hop as far down the gym floor as they can without letting the other foot touch the floor. Have them run the rest of the way to the wall.
- Supply targets on the floor and on the wall. Challenge children to jump as far and as high as they can to reach the targets.
- Play Follow the Leader. Movement will include running, skipping, hopping and galloping. When children are tired they may sit down to watch.

Goal – FINE MOTOR DEVELOPMENT

Fine motor development integrates with cognitive and affective development as the child grows and matures. As is true for all development, fine motor development proceeds from development of more general skills to more task-specific skills. If children under age four are allowed to experiment with a

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large variety of manipulative objects, their fine motor abilities will develop sequentially in a normal pattern (Lillie, 1975). Standard manipulative activities for children will include such activities as bead stringing, small block play, sandbox play, water play, finger games, sewing card activities and similar materials.

As children grow and develop, fine motor skills enable them to perform specific tasks successfully. Not all kindergarten children will be ready for participation in more specific task situations. For those children who are ready, participation in such activities as tracing, connecting dots, drawing lines, following a maze and completing a figure may be appropriate (Thurstone and Lillie, 1970). A comprehensive program for fine motor development, therefore, will include both manipulative activities for general skill development as well as activities which involve more specific motor skills. Both the interest and development of the child will guide the teacher in deciding when to encourage children to participate in the more specific tasks. Development of learning centers which contain both manipulative activity options (e.g., bead stringing) as well as more specific task options (e.g., tracing) will assist the teacher in determining the interest and ability of each child to participate in this range of activity.

Within the broad goal of fine motor development, the following goal areas have been identified.

ARM AND HAND PRECISION	The ability to execute controlled arm and hand movements with or without equipment.
HAND AND FINGER DEXTERITY	The ability to move the hands and fingers in a variety of ways with or without equipment.

Goal Area – Arm and hand precision

Continuum of Objectives

1. The child will explore various ways to move the arms and hands.
2. The child will explore various ways to move the arms and hands in combination with different types of equipment.

Suggested Activities

1. The child will explore various ways to move the arms and hands.

- Ask children to make falling motions with their arms, such as raindrops falling or leaves falling from trees.
- Ask children to make flying motions (e.g., flap like a bird, fly like a plane, fly like a bumblebee).
- Ask children to imitate swimming motions (e.g., swim like a person, a dog, a fish).
- Play music that can be accompanied by circling movements with the arms. Have children try making fast and slow circles, large and small ones.
- Challenge the children to reach as far as possible overhead, to the front, to each side.
- With music as a rhythmic background, have children role play everyday use of arms and hands (e.g., putting on clothes, washing dishes, eating, erasing chalkboard).
- Play clapping games with directions given by the teacher or in rhythm with music (e.g., clap hands once and slap knees once, clap hands twice and slap knees twice. Variation: These games can also be played by tapping out rhythms on a table top.).

2. The child will explore various ways to move the arms and hands in combination with different types of equipment.

- All types of drawing and painting activities using large pieces of paper
- Cleaning activities such as washing windows and tables
- Tearing large pieces of paper (e.g., collages)
- Pounding and hammering activities

- Sawing activities
- Provide large building blocks (wooden, cardboard, plastic) to allow children to build creative structures.
- Play circle passing games. With 5 to 6 children in a circle, have them roll, bounce or throw the ball to another child across the circle or to one child in the center of the circle.
- Many activities are possible with a surplus parachute (e.g., with children along the perimeter of the chute, make waves by raising and lowering arms in unison, make ripples by raising and lowering arms alternately).

Goal Area – Hand and finger dexterity

Continuum of Objectives

1. The child will explore different ways to move the hand and fingers.
2. The child will explore various ways the hands and fingers can manipulate different types of objects.

Suggested Activities

1. The child will explore different ways to move the hand and fingers.

- Have children make a tight fist, then open fingers slowly, wiggle slowly, then wiggle rapidly.
- Do fingerplays such as "Two Little Blackbirds," "Itsy, Bitsy Spider," "Five Little Rabbits." Encourage children to create original finger movements for favorite poems.
- Have children make finger animals (e.g., birds, rabbits, dragons). Let them role play action sequences with their animals.

2. The child will explore various ways the hands and fingers can manipulate different types of objects.

- Role play familiar or original stories with finger and hand puppets.
- Have a child turn the pages of a picture story book as an adult reads it.
- Provide a variety of jars and lids, nuts and bolts for children to screw and unscrew.
- Encourage children to use hand and finger movements to create interesting effects in fingerpaintings.
- Provide clay or play-dough for children to punch, roll, squeeze or form into objects.
- Provide templates of basic shapes for children to trace and copy.
- Provide colored pegs and board for designing.
- Provide jigsaw puzzles at several levels of difficulty.
- Allow children to manipulate writing instruments as they show interest in them (e.g., tracing dots and lines, following a path or maze, writing letters or words that are personally meaningful).

Generalizing Knowledge and Skill in Physical Development

Although many activities will be initiated by the teacher to develop new skills, more activities should be presented so children may practice and generalize these skills in a variety of settings. Many of the learning centers described in Learning Environment can provide this necessary practice. In the Construction Center, children can integrate gross and fine motor skills as they handle a variety of materials. In the Art Center, children will use arms and fingers as they manipulate brushes, scissors, crayons and clay. Children participating in the Game Center will also practice fine motor skills as they manipulate game pieces, dice and spinners. Children will develop arm and hand control as they handle books in the Library Center. Although motor behavior of some sort will be practiced in virtually every classroom activity, the teacher should be sure that each child has opportunities to develop a range of these skills.

Equipment for Physical Development

1. Blocks
   - Hollowed plastic, wooden or cardboard blocks large enough to build a useful structure
   - Solid unit floor blocks – 1 set, straight, circular and arched
   - Boards – 6 foot lengths
   - Accessories – wheels, airplane propeller; used auto parts – steering wheel, tires, hub caps
   - Large Lincoln logs – notch poles (four feet, two feet, eight inches) combine with scrap lumber, bricks, tiles, etc.
2. Balls
   - Rubber ball – 10 inch and 6 inch
   - Basketball hoop mounted waist high
   - Yarn ball or crushed paper inside nylon hose and shaped round for indoor use
   - Bean bags
   - Ice cream carton or other container for toss game
3. Wheeled toys
   - Triangle games (two with wheels, two without wheels, boards with cleats)
   - Large pedal toys – tricycles, tractors, scooters
   - Wagons
   - Ride-on truck
   - Wheelbarrow
4. Climbing and balancing equipment (Consider proper height for age of child)
   - Rope ladder
   - Climbing rope
   - Climbing net
   - Simple climber
   - Light weight ladders (used vertically and horizontally), board, bridges and saw horse
   - Rocking boat (steps when turned over)
   - Pair of steps with boards
   - Large packing boxes, crates, barrels
   - Balance beam (use four inch side and two inch end)
   - Giant airplane inner tube (roll, jump, bounce)
   - Bouncing board – 10-foot by 12-inch plank a few inches above the ground
   - Trampoline – fasten canvas duck over tractor tire
   - Stumps, blocks or posts, stools – various heights and widths arranged for stepping from one to the other
   - Rocker board – 3/4 inch outdoor plywood top with two inch by 10 inch block of wood braced underneath
   - Balance board – 16 inch square of wood with five inch by five inch by two inch block of wood fastened underneath – the smaller the block underneath, the more difficult to balance
5. Indoor-outdoor large muscle equipment
   - Turning bar
   - Tumbling mat – old mattress or carpet samplers

Drag boxes – boxes with provisions for pulling, large enough for children to sit on or in

Individual jump ropes

Long jump rope

Tire pump and inner tube

Punching bag – commercial or stuffed bag with paper, hung from rope

Saddle and sawhorse

Water play – container at standing height with utensils for floating, sinking and pouring

Hoops

Lengths of rope for hitching wagons, etc.

Stick horses

Service station equipment

6. Outdoor large muscle activities

Jumping pit – about eight inches deep and six feet across, sawdust in the bottom of the pit

Jungle gym

Large sewer pipe

Place to dig in the earth

Small hill for rolling

Trees for climbing

Fenced areas for animals

Area for garden with tools for gardening

Sand inside a large tire (with gravel at bottom for drainage), tools and toys for digging, pouring, mixing

Bodies of cars, jeeps or boats with unsafe parts removed

Tires for rolling

7. Manipulative equipment (small muscle development)

Puzzles – wooden, bright clear colors, four to 20 pieces for four- and five-year-olds

Beads and bead strings – large and medium size

Pegboards and pegs – large and medium size

Parquetry blocks

Nest of boxes or cans

Pounding sets

Cardboard carton with hammer and nails

Woodwork bench with variety of hammers, saws and nails

Set of snaps, bolts, pegs and blocks

Construction sets – Rig-a-jig, Lego, etc.

Sewing cards and thread

Large eyed needles, thread and scrap materials

Color cubes

Flannelgraph board and flannel board stories, letters and numbers

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PHYSICAL DEVELOPMENT CURRICULUM RESOURCES

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PHYSICAL DEVELOPMENT
PROGRAM EVALUATION CHECKLIST

PROGRAM EVALUATION: PHYSICAL DEVELOPMENT

	Yes	No	Sometimes	Notes
Continuum of Objectives				
1. A continuum of objectives in the Physical Area of development is used to				
A. assess individual child growth and need.				
B. select and plan classroom activity.				
Classroom Activities				
2. Specific learning activities have been planned in one or more of the goal areas described within the continuum of objectives.				
A. Gross motor development: Development of large muscles.				
B. Fine motor development: Development of small muscles.				
3. Gross motor activities are organized to develop				
A. static balance (nonmoving balance).				
B. dynamic balance (balance while body is in motion).				
C. gross motor coordination (overall coordination of body).				
D. agility and endurance (use of muscles over extended period of time).				
4. Fine motor activities will include				
A. standard manipulative activities (water play, finger games, bead stringing, etc.)				
B. activities which involve more specific skills (cutting, lacing, tracing, etc.).				
Learning Environment				
5. The teacher provides a learning environment in which				
A. competition among youngsters has been minimized.				
B. enough equipment is available to engage all children in activity.				
C. all children are permitted to be engaged for most of the time.				
D. a variety of gross motor and fine motor activities are available to children both indoors and outdoors.				
E. activities provide for individual needs of children.				

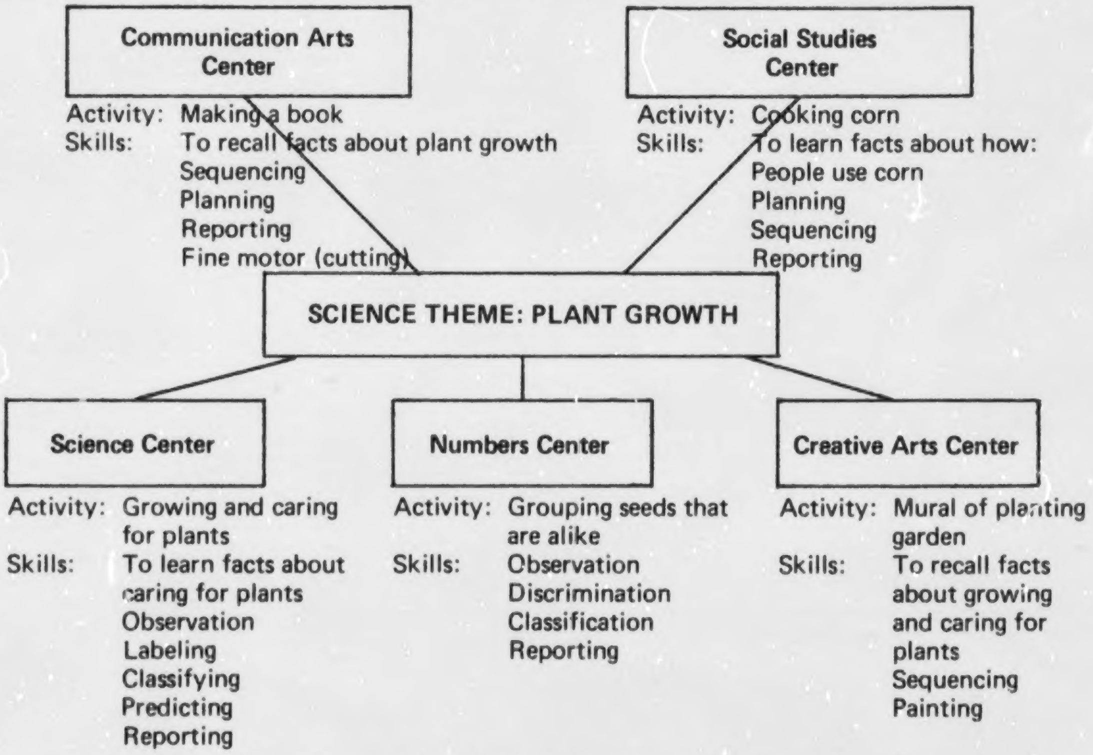
INTELLECTUAL DEVELOPMENT
OVERVIEW

The ability to learn and think changes as a child develops; therefore the teacher should provide a wide array of activities in which children develop the physical, social and intellectual domains by

- Actively participating with materials and people.
- Using all of their senses (e.g., hearing, seeing, smelling, tasting, touching) to explore and interact with the world around them.
- Extending their ability to talk about and describe their experience.
- Developing strategies (e.g., grouping, sequencing, planning) for exploring and discovering new concepts and understanding.
- Reinforcing their understanding by providing opportunities to deal with one concept in a number of different settings.
- Raising questions to clarify and extend experience and understanding.

Throughout the Intellectual Development sections, emphasis is placed on both development of information and concepts important to each area of study (product), as well as on the ability to think about and use this knowledge in a variety of ways (process). For example, in the Creative Arts section, the curriculum is designed to help the child develop the ability to explore, use and create with a variety of media (process) and to gain basic knowledge facts about materials and art productions (product).

Although the Intellectual Development section of the handbook is divided into five curriculum areas, activity in each of these areas should be interrelated. For example, within the area of science, concepts and experiences relate naturally to the areas of social studies, numbers, creative arts and the communication arts. The teacher may deliberately plan for this interrelatedness of knowledge and learning by developing a set of related activity centers, for example



Communication Arts Center

Activity: Making a book
Skills: To recall facts about plant growth
Sequencing
Planning
Reporting
Fine motor (cutting)

Social Studies Center

Activity: Cooking corn
Skills: To learn facts about how:
People use corn
Planning
Sequencing
Reporting

SCIENCE THEME: PLANT GROWTH

Science Center

Activity: Growing and caring for plants
Skills: To learn facts about caring for plants
Observation
Labeling
Classifying
Predicting
Reporting

Numbers Center

Activity: Grouping seeds that are alike
Skills: Observation
Discrimination
Classification
Reporting

Creative Arts Center

Activity: Mural of planting garden
Skills: To recall facts about growing and caring for plants
Sequencing
Painting

In promoting intellectual development of children, the teacher should remember that both information and thinking are dependent on one another. The teacher should use every opportunity to develop a classroom environment which continually integrates knowledge with thinking.

INTELLECTUAL DEVELOPMENT GOALS

INTELLECTUAL GOALS

Communication Arts:	Ability to use receptive and expressive language skills.
Creative Arts:	Ability to use art, music and drama to express feelings and ideas.
Number Understandings:	Ability to use numerical concepts and symbols.
Science:	Ability to explore, manipulate and experiment with objects in the physical environment.
Social Studies:	Ability to understand and participate in the social environment.

Goal areas have been identified for each of these intellectual goals. In addition, a continuum of objectives and suggested activities has been developed for each of the goal areas to provide for a range of abilities and growth.

INTELLECTUAL DEVELOPMENT SCOPE OF GOALS, GOAL AREAS AND OBJECTIVES

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Goal – COMMUNICATION ARTS

Goal Area – Listening

Continuum of Objectives

1. As an active listener, the child will participate willingly in oral activities.
2. The child will recognize and discriminate among common sounds.
3. The child will demonstrate understanding of a basic vocabulary related to the environment.
4. The child will listen and respond appropriately to language presented orally for the purpose of appreciation.
5. The child will listen and respond appropriately to language presented orally to furnish information.
6. The child will listen and respond appropriately to language presented orally for the purpose of making judgement.

Goal Area – Speaking

Continuum of Objectives

1. The child will use oral language frequently and with enjoyment.
2. The child will develop a speaking voice which is easy to understand and appropriate to specific situations.
3. The child will build a functional vocabulary related to experiences.
4. The child will use elaborated language to describe objects, events, feelings and their relationships.
5. The child will use elaborated language to communicate with others.

Goal Area – Reading

Continuum of Objectives

1. The child will demonstrate interest in being read to as a way to enrich personal experience.
2. The child will discriminate auditory similarities and differences in commonly used words.
3. The child will discriminate visual similarities and differences in commonly used words.
4. The child will analyze and interpret pictures of objects, people and events using elaborated language.
5. The child will demonstrate understanding of terms used in reading instruction (e.g., top of page, left to right progression, same-different, beginning-ending of words).
6. The child will recognize alphabet letters, words and phrases that appear frequently in the environment.

Goal Area – Writing

Continuum of Objectives

1. The child will demonstrate interest in a variety of written materials.
2. The child will demonstrate fine motor coordination in a variety of situations.
3. The child will dictate meaningful information to an adult.
4. The child will demonstrate understanding of the left to right pattern of writing.
5. The child will print name and other meaningful words using upper and lower case letters.

Goal – CREATIVE ARTS

Goal Area – Visual Arts

Continuum of Objectives

1. The child will use art media with ease and enjoyment.
2. The child will produce work that is personally satisfying.
3. The child will learn technical aspects of working with various materials and tools.
4. The child will properly care for materials and tools.
5. The child will produce work which communicates thoughts and feelings.
6. The child will become sensitive to and enjoy art.
7. The child will increase the ability to produce things more realistically.

Goal Area – Music-Listening

Continuum of Objectives

1. The child will become familiar with and explore different types of music (exploration).
2. The child will identify different notes played on an instrument (integration).

Goal Area – Music-Singing

Continuum of Objectives

1. The child will learn to sing on pitch within a limited range.
2. The child will respond to a request in song.
3. The child will sing spontaneously during activities.
4. The child will create songs.

Goal Area – Music-Playing Instruments

Continuum of Objectives

1. The child will explore a variety of instruments.
2. The child will be able to play a simple beat or tune.
3. The child will compose music on an instrument.

Goal Area – Music-Movement

Continuum of Objectives

1. The child will develop the ability to interpret music through body movements, impersonations and dramatizations.
2. The child will develop a vocabulary of fundamental movement (e.g., walking, running, skipping).

Goal Area – Dramatic Play

Continuum of Objectives

1. The child will express experiences and ideas through action and words.
2. The child will use a variety of props and costumes appropriately.
3. The child will plan a sequence of actions to assume a role in agreement with others.

Goal Area – Creative Dramatics

Continuum of Objectives

1. The child will pantomime familiar actions and characters with little to no dialogue.
2. The child will act out familiar actions and characters with dialogue.
3. The child will dramatize poems and nursery rhymes.
4. The child will assume the role of a character in a familiar story.
5. The child will sequence actions in a familiar story.
6. The child will work with others in dramatizing a story.

Goal Area – Number and Numeration

Continuum of Objectives

1. Classification. The child will be able to group objects according to similarities.
2. Seriation. The child will be able to arrange objects or events in some kind of order based on differences among them.
3. Matching one-to-one. The child will be able to identify "how many" by matching objects from one set with objects of another set.
4. Recognition and naming of number groups. The child will be able to recognize a set of one, a set of two, a set of three, etc.
5. Counting. The child will be able to recognize and name sets in order as they increase by one.
6. Combining and separating sets. The child will be able to combine and separate sets with different properties.
7. Reading numerals. The child will be able to interpret symbols that represent number properties.
8. Writing numerals. The child will be able to write symbols that represent number properties.

Goal Area – Measurement

Continuum of Objectives

1. Comparing and ordering. The child will be able to make statements about the relationship of at least two objects.
2. Using non-standard units to measure. The child will be able to use a go-between device (e.g., hand, foot, paper clip, string) to measure things.
3. Using standard units to measure. The child will be able to use standard measurement tools such as cups, measuring sticks, scales, clocks and thermometers.

Goal Area – Geometry

Continuum of Objectives

1. Awareness of body in space. The child will be able to move in space without fear, receive and give directions for getting from one point in space to another and judge distance to a specific place.
2. Geometric figures and solids. The child will be able to identify, sort and construct geometric figures and solids.

Goal Area – Money

Continuum of Objectives

1. Recognition. The child will be able to recognize coins and bills as representing a value for exchange.

2. Naming. The child will be able to name common coins and bills.
3. Value. The child will be able to understand the value of each piece of money and associate specific number values with specific pieces of money.

Goal – SCIENCE

Goal Area – Observation

Continuum of Objectives

1. The child will observe a variety of concrete objects.
2. The child will talk about the observation.
3. The child will use observations to solve problems and draw conclusions.
4. The child will combine parts of previous observations to solve new problems.
5. The child will evaluate the observations while making knowledgeable and thoughtful judgments about the value and purpose of the observations.

Goal Area – Classification

Continuum of Objectives

1. The child will talk about likenesses and differences in objects and events.
2. The child will group like objects and events.
3. The child will combine previous experience to more precisely group and classify objects or events.
4. The child will evaluate classifications and make knowledgeable and thoughtful judgments about them.

Goal Area – Predicting

Continuum of Objectives

1. The child will state a prediction.
2. The child will state a prediction based upon specific previous experience and discussion.
3. The child will state a prediction based upon a number of previous experiences.
4. The child will evaluate a prediction based upon previous knowledge and experience.

Goal Area – Reporting

Continuum of Objectives

1. The child will be able to recall experience.
2. The child will be able to talk about or accurately describe his/her experience.
3. The child will be able to combine a number of experiences and make conclusions about these experiences.
4. The child will be able to evaluate the reporting of an experience.

Goal – SOCIAL STUDIES

Goal Area – Cooperative Group Living

Continuum of Objectives

1. The child will understand that people as individuals and groups have rights which must be respected.

2. The child will assume responsibility for personal behavior and demonstrate behavior that contributes to the welfare of the group.
3. The child will develop the concept of family as a community.
4. The child will understand how individuals live together in groups.
5. The child will develop the idea that a community is a group with small contributing groups. The child will name some contributing groups in the community.

Goal Area – Cultural Diversity and Heritage

Continuum of Objectives

1. The child will describe special events and customs in his/her own family.
2. The child will describe special events and customs in other families.
3. The child will accept the fact that although people may live, dress, speak and eat differently, they all have similar needs.

Goal Area – Physical Environment

Continuum of Objectives

1. The child will be able to label and describe physical features in the community (e.g., hill, mountain, field, meadow, valley, beach, river).
2. The child will be able to talk about how people use different physical areas of the community.
3. The child will be able to talk about how people misuse certain land areas in the community and how to prevent these misuses of the environment.

INTELLECTUAL DEVELOPMENT
COMMUNICATION ARTS
CHILD ASSESSMENT CHECKLIST

CHILD ASSESSMENT CHECKLIST -- COMMUNICATION ARTS

Goal	Communication Arts																	
Areas	Listening				Speaking					Reading					Writing			
Child's Name	Actively listens in verbal activities	Recognizes & discriminates common sounds	Has appropriate receptive vocabulary	Responds appropriately to requests for information	Uses language frequently & with enjoyment	Has appropriate & understandable speech	Uses descriptive vocabulary	Uses elaborated language to describe	Uses elaborated language to communicate with others	Enjoys being read to	Discriminates same & different sounds in common words	Discriminates visual similarities & differences	Analyzes & interprets pictures using elaborated language	Recognizes frequently appearing letters, words, phrases	Demonstrates interest in a variety of written material	Dictates meaningful information to adult	Demonstrates understanding of left to right pattern of writing	Prints name & other meaningful words with upper and lower case letters
1.																		
2.																		
3.																		
4.																		

INTELLECTUAL DEVELOPMENT
COMMUNICATION ARTS
SUGGESTED ACTIVITIES

Goal – COMMUNICATION ARTS

Young children are avid users of language for a variety of purposes

- to express needs and wants
- to share ideas and materials
- to command the attention of others
- to plan activities with others
- to enjoy the sounds of interesting words
- to organize thoughts in ways that can be remembered.

This small sampling of a young child's language experiences illustrates the way in which language and communication permeate the curriculum in a kindergarten program. Regardless of the specific content being taught, the child should constantly be helped to organize thoughts and communicate them effectively through language. As a child uses language to express ideas about familiar concrete experiences, it becomes possible to make those ideas more precise and accurate. In addition, the child develops social skills while sharing past experiences and planning new ones with others. Thus, language activities can be planned which cut across traditional subject area boundaries and occur throughout the school day.

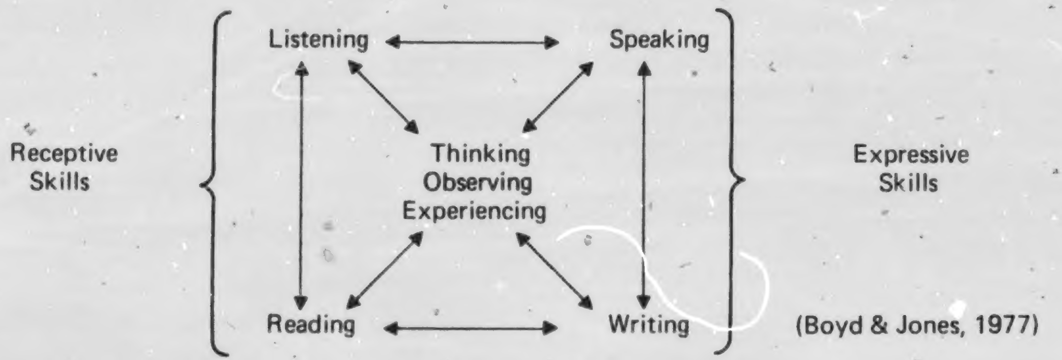
In order to help children develop effective methods of communicating, activities must be provided in each of the four major goal areas of the communication arts.

Listening	The act of receiving and comprehending oral language in the form of stories, poetry, reports, conversation and discussion.
Speaking	Verbal transmission of information while discussing, conversing, story telling, reporting and dramatizing.
Reading	The act of decoding and comprehending meaning from written symbols in the form of labels, captions, fictional stories, poems and informational reports.
Writing	Transmission of meaning through written symbols in the form of labels, letters, reports, stories and poems.

The development of communication skills and particularly oral skills, can be facilitated if the teacher

- Presents a variety of interesting materials and experiences for exploration and discussion
- Respects the individual communication styles of each child
- Encourages children to establish a point of view and support it
- Provides a variety of opportunities for children to talk, ask questions, answer questions and modify or expand their answers
- Models appropriate listening, speaking, reading and writing behavior.

The interrelated nature of the communication arts and other crucial learning processes for young children is illustrated in the diagram below.



(Boyd & Jones, 1977)

While objectives and activities will be suggested for each major communication arts area, the subject area label may often be arbitrary. An activity planned to develop listening ability may also ask a child to use oral language and observing/thinking skills to formulate a verbal answer. The continuum of objectives and activities in each goal area is intended to represent a general movement from simple to more complex abilities rather than a rigid sequence of development for specific skills. Therefore, a child may be involved in activities at more than one level of the continuum within a goal area at any given time.

Goal Area – Listening

Continuum of Objectives

1. As an active listener, the child will participate willingly in oral activities.
2. The child will recognize and discriminate among common sounds.
3. The child will demonstrate understanding of a basic vocabulary related to the environment.
4. The child will listen and respond appropriately to language presented orally for the purpose of appreciation.
5. The child will listen and respond appropriately to language presented orally to furnish information.
6. The child will listen and respond appropriately to language presented orally for the purpose of making judgements.

Suggested Activities

1. As an active listener, the child will participate willingly in oral activities.
   - Gather the children in a close group to listen to stories or poems. Give them a purpose for listening (e.g., think of a new name for this story, listen for some interesting words that tell how the bears moved).
   - Read a nursery rhyme or finger play to the children and have them participate by manipulating their hands to the rhythmic pattern.
   - Read a poem to the children, but leave some of the words out. Encourage the children to guess what the missing word might be.
   - Have children listen for likenesses and differences in music presented on records, played on the piano or played with classroom instruments. Children can listen for tempo, high and low pitches or rhythm patterns.
   - For additional suggestions, see Listening in the Creative Arts section.
2. The child will be able to recognize and discriminate between common sounds.
   - Establish a collection of records or tapes that depict sounds from the environment. Have the child listen to the records and name the sounds. Have them group sounds by category (e.g., classroom noises, playground noises).
   - Introduce the child to sounds that provide aesthetic gratification such as the hidden voices of sea shells, a tree speaking on a windy day, bird voices, water flowing over stones.
   - Have children imitate the sounds they have heard or read about by using various objects or their own voices.
   - Make a set of paired containers having objects that make different sounds when shaken (e.g., dried beans, rice, sand, bolts, broken crayons). Have children shake the containers and match the pairs with the same sound.
   - Collect objects which make distinctive sounds (e.g., rhythm sticks, rubber ball, sand blocks, triangle, music box).
   - Have children identify what is making the sound they hear when the object is hidden.

3. The child will demonstrate understanding of a basic vocabulary related to the environment.
   - Provide many direct, personal experiences with objects, especially those that children can manipulate. Introduce new materials by describing physical characteristics and possible uses.
   - Play a treasure hunt game in which the teacher describes an object in the classroom without naming it. Have children identify the target object from the description. Different types of words can be emphasized depending on children's needs (e.g., color, shape, size, texture, location, function).
   - Give opportunities to manipulate objects or pictures according to oral directions containing relational terms (e.g., in, on, under, beside, behind).
   - Read stories and poems that use rich and varied language to describe events familiar to children. Ask some questions that will reveal their understanding of unfamiliar words.
   - Show children pictures of objects, people or events. Read descriptive sentences and ask children to match them to appropriate pictures.
4. The child will listen and respond appropriately to language presented orally for the purpose of appreciation.
   - Read and discuss nursery rhymes.
   - Have the child listen to a story and then draw a picture interpreting a scene.
   - Have children listen to poems and imagine what they see, hear, smell, taste or feel.
   - Provide opportunities for children to watch and listen to puppet shows, movies, filmstrips for enjoyment.
5. The child will listen and respond appropriately to language presented orally to furnish information.
   - Give the child simple one-step oral directions, such as "touch your head . . . toes . . . shins" or "sit on the floor." Gradually increase the number of steps that must be followed.
   - Play "Simon Says."
   - Play "Grocery Store" where children take turns being the grocer getting the items the customer asks for from the shelves.
   - Give the child oral directions to color, fold or cut materials in a construction activity.
   - Ask an adult to share information about an interesting hobby or occupation.
   - Read a short story to the children and ask what it was about. Reread it, changing a major event. Ask the children to tell how the second story was different from the first.
   - Read a short story or a poem that has a definite sequence of events. Have children tell what happened first, second and last.
6. The child will listen and respond appropriately to language presented orally for the purpose of making judgements.
   - Read to the child and discuss the story for fun. Use questions beginning with "Would you have . . .?" or "Why do you think . . .?" or "Do you think . . .?"
   - Give the child nonsense questions to listen and react to such as "Do chairs eat?" or "Do dogs fly?"
   - Make up some "Who am I?" and "What am I?" riddles that allow children to use a series of clues to make a judgment.
   - Discuss the possible ways a bulletin board could be used for the next two weeks. Stress the importance of hearing everyone's ideas before a decision can be made.
   - Read several possible titles for a class-created mural. Have children pick the one which is most appropriate.

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Goal Area – Speaking

Continuum of Objectives

1. The child will use oral language frequently and with enjoyment.
2. The child will develop a speaking voice which is easy to understand and appropriate to specific situations.
3. The child will build a functional vocabulary related to experiences.
4. The child will use elaborated language to describe objects, events, feelings and their relationships.
5. The child will use elaborated language to communicate with others.

Suggested Activities

1. The child will use oral language frequently and with enjoyment.
   - Provide opportunities for children to talk about experiences familiar to them in both structured and informal settings.
   - Ask questions which allow more than one child to make a correct response (e.g., "What might happen if . . .?" or "Why do you think . . .?").
   - Plan a variety of activities in which children may use oral language in different ways.

     describing objects, people or events
     repeating interesting sequences of sounds
     matching sounds
     giving directions
     informal conversations
     oral discussion and planning
     finger plays
     choral speaking
     informal reporting of experiments, trips
     creative dramatics
     answering thought-provoking questions
2. The child will develop a speaking voice which is easy to understand and appropriate to specific situations.
   - Set aside a specific time for sharing during the day. Keep the children in small groups so that more of them may talk. Encourage children to speak in a volume that can be heard by the members of the group.
   - Provide activities for role playing or dramatic play. Emphasize the idea of the child speaking for the audience to hear. Stories and favorite TV shows can provide ideas.
   - Allow children to talk to each other as they work in learning centers. Guide them to use an appropriate volume that will not disturb children in adjacent centers.
   - Make a list of statements that convey feelings. Have children act out situations that fit the statements, saying the sentence in a tone of voice that fits the situation, such as "Leave me alone! Oh boy! Is that for me? Can you help me? Look what I did! Could I try it next?"
3. The child will build a functional vocabulary related to experiences.
   - Using a common object such as a ball, have children describe what should be done with it. Encourage use of different verbs and adverbs.
   - Say a sentence with a missing word. "John went to ________________." Ask children to supply words that could finish the sentence.
   - Ask children to talk about the words in a story that made it exciting, scary or funny.
   - Brainstorm lists of words that fit a certain category (e.g., animals, ways a person can move, words that tell how a person feels).
   - Show children a picture of something within their experience with an appropriate label (e.g., **old** clown. Have them suggest other words that could be substituted for **old**). Discuss how the picture would change to fit each new label. Some children might illustrate the new labels independently.
   - Make a class book of labeled pictures showing smell words, touch words, sight words and sound words.

4. The child will use elaborated language to describe objects, events, feelings and their relationships.
   - Take the class for a short walk for a specific purpose. See how many sounds we can hear . . . colors we can see . . . shapes we can see. Encourage each child to use common words of descriptions relating to the environment such as pretty, ugly, beautiful, dark, light, dull, sharp, big, little, thin, fat, short, soft, loud, smooth, bumpy.
   - Use pictures of common objects as the basis for a guessing game. Have a child describe the object by telling how the object is used, what it's made of, how it looks or feels, what they think about it until another child can guess it.
   - Use a grab bag of pictures depicting everyday events such as people riding the bus, children going to school, a family eating a meal together. Children may reach in, pull out a picture and give a few descriptive sentences about their picture.
   - Use a feel box. This is a carton with hand holes at opposite ends that are covered with cloth so no one can see into the box. An object is placed in the box, and a child sticks a hand into the ends to feel and to describe the object. Prompt with questions if necessary, but the child should do the talking.
   - Have children listen while a short story is read aloud. Then the reader can suggest a changed event in the story and ask the children what they think would have happened if . . . (for example, in the story of Goldilocks, what might have happened if the bears had been home when Goldilocks first arrived?).
   - Show children pictures which clearly depict situations of strong feelings (e.g., anger, happiness, sadness, loneliness). Have children describe the actions and feelings they think are pictured.
   - Read a stanza of the poem, "I Like" to children. Let them complete sentences beginning with I like . . . that describe things and actions that are their favorites.

5. The child will use elaborated language with others.
   - Put together comic strips without words. Have a child supply the talk for each character.
   - Have a child give directions to several others for completing a project that he or she has already done successfully (e.g., preparing a bird feeder, planting seeds, making a mobile).
   - Have a child report to a small group on the progress of a class project (e.g., the growth of plants, the materials collected for the art center, the changes in the class tadpoles).
   - Select a story about talking animals, such as The Three Bears or Little Red Riding Hood. Have the child make a paper bag puppet and pretend to be that animal by creating original conversation.
   - Show a filmstrip without words printed on it. Have children supply the story orally on the second showing or have several small groups tell their versions of the story into a tape recorder. Play back the different versions. Talk about how they differ.
   - Share a wordless picture story book with a small group of children. Let them supply the story the second time as you show the illustrations.
   - Read a picture story book and ask interesting, thought provoking questions that require more than literal comprehension or, before reading the story, tell the children they will be allowed to ask you questions about it.
   - Encourage children to ask as well as answer questions about interesting objects and events in the classroom.
   - Involve children in short planning sessions in preparation for changes in the room environment, class projects or field trips.
   - For other suggestions, see Drama in the Creative Arts section.

Goal Area – Reading

Continuum of Objectives

1. The child will demonstrate interest in being read to as a way to enrich personal experience.
2. The child will discriminate auditory similarities and differences in commonly used words.
3. The child will discriminate visual similarities and differences in commonly used words.
4. The child will analyze and interpret pictures of objects, people and events using elaborated language.
5. The child will demonstrate understanding of terms used in reading instruction (e.g., top of page, left to right progression, same-different, beginning-ending of words).
6. The child will recognize alphabet letters, words and phrases that appear frequently in the environment.

Suggested Activities

1. The child will demonstrate interest in being read to as a way to enrich personal experience.
   - Children should hear stories read aloud every day. Selections should represent a range of literary forms and topics.

     fantasy/fairy tales
     informational books
     poetry
     realistic fiction
     animal stories

   In addition, books read to children should
   - Have a simple, well-constructed plot.
   - Contain a satisfying climax.
   - Use colorful language.
   - Have main characters and situations easily related to children's own experiences.

   Children can respond to material read to them by
   - Creating a finger play to match the words of a poem.
   - Answering questions that require recall and thinking at higher levels.
   - Comparing incidents in the story to personal experiences.
   - Dramatizing roles or incidents from a story.
   - Drawing several pictures to illustrate the sequence of events in a story.
   - Attempting a project or experiment described in an information book.
2. The child will discriminate auditory similarities and differences in commonly used words.
   - Play a game of nonsense questions using parts of words with a minimal contrast. "Do you wear a shoe or a two?" "Is your dog a pet or a pen?" Let children make up their own questions when they understand the pattern.
   - Collect pairs of pictures that represent minimal contrasts in initial or final phonemes (e.g., man-pan, dog-doll). Show a child the pair and ask him/her to pick up the one you name.
   - Create a set of four objects or pictures, three of which represent a single beginning sound. Have children pick out the one that begins with a different sound.
   - Have children sort a collection of objects or pictures into subgroups that begin or end with the same sound.
   - Give children a word that begins (or ends) with a certain letter (e.g., red for initial r). Have them suggest other words that have the same beginning sound.
   - Record a story which contains rhymes, such as Henny Penny. Have children identify the

words that differ only by the beginning sound (e.g., Ducky-Lucky). Let them think of other rhyming words.

- Make up two-line rhymes that relate to some recent experience. Say all but the last word, which children will supply.

3. The child will discriminate visual similarities from differences in commonly used words.
   - Provide each child with a small set of individual letter cards. Pick up a letter and ask each of them to hold up the same one.
   - Print a single letter at the top of a sheet of paper containing a number of single letters or words. Have the child mark the key letter each time it appears.
   - Use letter or word cards to create lotto games which allow children to match equivalent forms.
   - Give a child a letter card. Have him/her find as many words as possible in the classroom that contain that letter.
   - Provide the child with a labeled picture. Ask him/her to find another copy of the word in a set of individual cards, or match the same word starting with a capital letter.

4. The child will analyze and interpret pictures of objects, people and events using elaborated language.
   - Have children name individual objects in pictures they have drawn or in pictures from books, magazines or catalogs.
   - Have children create captions for pictures that capture the main idea or most important feature.
   - Using a single picture or a series of two to three pictures which depict action, the teacher asks a child to describe what is happening. Probing questions may be used to encourage a child to expand or clarify the description.
   - While reading a story aloud, occasionally ask children to explain why they think a character behaved in a certain way.
   - Have children sequence a set of four to five pictures and tell the story.
   - Use a short wordless picture story to allow children to supply the language necessary to describe the action.

5. The child will demonstrate understanding of terms used in reading instruction (e.g., top of page, left to right progression, same-different, beginning-ending of words).
   - Use appropriate terminology during discussion throughout the day (e.g., "Put your name at the top of the page." or "Find some things with the same beginning sound as sun.")
   - Allow children to sequence three or four cards which picture events in a story read to them. Stress the importance of left to right arrangement.
   - Move your hand from left to right under each line as you read experience charts dictated by children.
   - Have children arrange sentence strips which they have dictated from top to bottom on a chart to represent the correct sequence of events.
   - Give children word cards and individual letter cards. For each word card, ask them to find a letter card that matches the beginning letter of the word; or for each word card ask them to find a letter card that matches the ending letter of the word.
   - Show children pairs of objects, pictures, letters or words. Ask them to identify parts which are the same in some way (e.g., exactly the same, the same color or pattern, the same beginning sound or letter, the same ending, sound or letter). Encourage children to use the terms same and different in their identifications.
   - Show children a series of four to five objects, pictures, letters or words. Ask them to identify the one that is different from the others and to describe how it differs.

6. The child will recognize alphabet letters, words and phrases that appear frequently in the environment.
   - Use high frequency words in meaningful contexts in the classroom (e.g., labels, captions, and charts). Refer to them often and reinforce children's efforts to use them.
   - Write words on index cards for individual children who request them.
   - Have a supply of alphabet and easy-to-read books in the classroom. Let children browse through them individually.
   - Call alphabet letters by name in exercises designed primarily for auditory or visual discrimination.
   - Help children read captions or short stories that they have dictated.
   - Provide children who can read with many opportunities to read to adults and other children.

Goal Area – Writing

Continuum of Objectives

1. The child will demonstrate interest in a variety of written materials.
2. The child will demonstrate fine motor coordination in a variety of situations.
3. The child will dictate meaningful information to an adult.
4. The child will demonstrate understanding of the left to right pattern of writing.
5. The child will print name and other meaningful words using upper and lower case letters.

Suggested Activities

1. The child will demonstrate interest in a variety of written materials.
   - Written words, phrases and sentences are made an integral part of the classroom environment through the use of
     - Children's names to label personal possessions, art products or school projects.
     - Children's names to identify responsibilities in the classroom.
     - Labels on classroom equipment and materials.
     - Labels to indicate areas of interest (e.g., art center).
     - Captions describing children at work or other projects.
     - Charts describing recent classroom experiences.
     - While watching the teacher writing in the classroom, children's question about the letters and words being used are encouraged.
2. The child demonstrates fine motor coordination in a variety of situations.
   - The child uses clay for squeezing, punching, rolling and flattening in making objects.
   - The child uses crayons, paintbrushes of various sizes and felt tip markers with increasing control in drawing.
   - Opportunities are provided for children to develop skill with scissors using materials of different thicknesses and textures.
   - The child fits pieces together using puzzles or pegs and pegboard.
   - Additional activities are suggested in the Fine Motor Development section.
3. The child will dictate meaningful information to an adult.
   - Child will suggest a label for a new piece of classroom equipment or material.
   - Child will dictate such comments as "My puppy chewed my slipper" for picture captions.
   - Child will participate in small groups to dictate

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    - A report of a classroom incident.
    - Plans for a class trip or project.
    - A thank you note, get well letter or invitation.
    - A new ending to a familiar story.
- Provide the child with short wordless story book. Let the child describe the story.

4. The child will demonstrate understanding of the left to right pattern of writing.
    - Child will observe teacher writing words and sentences in a left to right pattern.
    - Ask the child to follow-the-dots from 1-5 arranged in a left to right pattern.
    - Give the child a card with his/her name printed on it along with plastic or cardboard letters. Ask child to arrange the letters from left to right to show his/her name.
    - Have children trace over letters on chalkboard or paper from left to right.
5. The child will print name and other meaningful words using upper and lower case letters.
    - Laminate pieces of cardboard with each child's name written on it. Let each child trace over his/her name with crayon or use name card as model for printing on a separate sheet of paper.
    - Encourage child to label work with own name.
    - Provide materials to allow interested children to copy classroom labels (e.g., individual chalkboards, unlined and lined paper, erasable paper).

Generalizing Knowledge and Skill in the Communication Arts

Developing skill in the communication arts should be planned as an integral part of instruction in learning centers. Whenever children are working at learning centers, they should be encouraged to talk about what they are doing with other children or an adult in an appropriate voice level that will not disrupt other classroom activities. In the CONSTRUCTION CENTER, children will communicate what should be built and what tools and materials will be needed. At the COOKING CENTER, children can become familiar with common sight words on labels and understand the importance of following directions and sequencing. The LIBRARY CENTER will be a natural place to expose children to a rich variety of vocabulary and literary styles. In addition, books can be chosen on a rotating basis to supplement the concepts being taught in any area of the curriculum. As children work with lotto games and puzzles in the GAME CENTER, they will develop concepts of same-different, visual discrimination skills and picture interpretation skills. In both the ART CENTER and MOTOR DEVELOPMENT CENTER, children can be encouraged to verbalize their movements and feelings as they experiment with gross and fine motor skills. The MULTI-SENSORY and EXPLORATION CENTERS can provide opportunities for developing auditory and visual discrimination skills. In addition, these centers can provide direct experiences that serve as the content of discussions, oral reporting or dictated stories. Materials in the DRAMATICS CENTER can provide many opportunities for children to use language as they role play familiar experiences.

In order to encourage children to develop skill in all areas of the communication arts, a variety of materials and equipment should be provided. The following is a suggested list of the types of materials which should be available in the classroom.

Chart paper
Classification games
Comic strips
Feely box
Filmstrips and projector
Fingerplays
Flannel board and felt letters
Informational books
Labels for classroom objects
Lined/unlined paper
Lotto games
Magazine pictures
Movable alphabet letters (wood, plastic, cardboard)
Name cards
Noisemaking objects
Objects/pictures with interesting characteristics for description, e.g. color, size, shape, texture, function
Picture dictionary
Picture story books
Poetry
Props for dramatic play
Puppets
Records or tape recordings of common sounds
Scraps of textured material
Sentence strips
Sequence pictures
Sound shakers
Tape recorder
Word cards
Writing implements

INTELLECTUAL DEVELOPMENT
COMMUNICATION ARTS
CURRICULUM RESOURCES

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INTELLECTUAL DEVELOPMENT
CREATIVE ARTS
CHILD ASSESSMENT CHECKLIST

CHILD ASSESSMENT CHECKLIST: CREATIVE ARTS

Goal	Creative Arts																									
Area	Visual						Music											Drama								
							Listening		Singing				Playing			Movement		Dramatic Play			Creative Dramatics					
Indicators Child's Name	Uses variety of art media	Willingly shares work with others	Uses art media appropriately	Properly cares for materials	Produces work that communicates thoughts and feelings to others	Delights in natural and made art	Explores a variety of music	Identifies different notes	Sings on pitch within limits	Responds to a request in song	Spontaneously sings	Creates songs	Explores variety of instruments	Plays simple beat or tune	Composes	Interprets music through movement	Verbally Describes movements	Expresses ideas through actions and words	Uses props appropriately	Plans sequence and assumes role	Pantomines familiar actions	Acts out familiar actions with dialogue	Dramatizes familiar nursery rhymes	Dramatizes role in familiar story	Dramatizes sequence of actions in story	Works with others to dramatize story
1.																										
2.																										
3.																										
4.																										

INTELLECTUAL DEVELOPMENT
CREATIVE ARTS
SUGGESTED ACTIVITIES

CREATIVE ARTS

> *Everything that we know about human beings generally, and children in particular, points to the importance of the arts in education. They are the language of a whole range of human experience and to neglect them is to neglect ourselves. (Blackie, 1971)*

The creative arts are, indeed, both a means of expressing feeling and a form of communication. For this reason, the arts permeate the whole curriculum and life of the school. The arts will be deliberately and selectively used by the teacher to

- Enhance the learning environment for the child by contributing to the development of an aesthetically pleasing environment.
- Stimulate and support the physical, mental and affective growth of children.

The following goal areas will be described within the creative arts.

Visual Art	Creative expression with two- or three-dimensional media (e.g., paint, crayon, collage, clay).
Music—Listening	Act of receiving and appreciating musical pitch, rhythm and pattern.
Music—Singing	Act of producing vocally musical rhythms and songs.
Music—Playing—Instruments	Act of producing musical pitches, rhythms and patterns with a variety of musical instruments.
Music—Movement	Creative expression through movement related to musical rhythms and patterns.
Dramatic Play	Unstructured role playing of familiar people and events.
Creative Dramatics	Adult-guided role playing of familiar situations, poems or stories.

Children will express themselves freely and in a variety of creative ways if the teacher

- Encourages children to manipulate and experiment with a wide variety of materials.
- Warmly accepts a child's efforts regardless of the result.
- Develops an informal relaxed atmosphere in which children feel free to express feelings.

Children will express themselves freely and in a variety of creative ways if in the classroom environment

- Choices can be made from a variety of materials.
- These choices are self-selected and self-paced.
- The room excites children visually with color, texture and arrangement.
- Bulletin boards are at children's height for displaying finished products and art works of others.
- Criticism and dictation are avoided. All children's work is recognized.
- Space is available to work at easels, on tables or on the floor where one's work can be looked at from all angles.

Creative expression, like all areas of the child's development, is more effectively promoted by the teacher who is aware of the important relationship between a child's development and capability. In the arts, children generally go through the following cycles of activity.

- Exploration, in which children need time to experiment and test materials and movements.
- Integration, in which children put together their experience to practice and recreate activity.
- Creation, in which children produce a product of some kind.

These three levels of involvement operate as a cycle of activity for as long as people continue to study an area of the fine arts (Shickendanz, 1977). Each cycle develops a more complex level of operation on the part of the individual.

For each of the creative arts areas, specific information related to the development of children will be used to specify objectives on a continuum of development and suggest activities to support these objectives.

Visual Arts — An Introduction

The cycles of development in the visual arts vary from child to child, based on maturity level. The three cycles of development, as described above, apply to the visual arts area. Within the visual arts area, three stages of children's development are defined.

- Manipulative Stage
- Symbolic Stage
- Realistic Stage

In the Manipulative Stage, the child explores new art materials endlessly, usually producing a joyful discovery. The child is most interested in seeing what effect the media will produce. These are explorations that frequently accompany a story of some kind, but the subjects of the story will rarely be recognizable. The child operating in this stage will often be completely absorbed in the creation. Not only will the child be having fun, but also will be perfecting fine motor coordination, discovering the world through new avenues and learning the possibilities of new materials.

In the Symbolic Stage, as the child continues to experiment, he or she will eventually discover the ability to produce crude likenesses of real objects. For example, the scale of an object or person is in proportion to the importance which he or she attaches to it. The child's interest in space is limited to the flatness of the working surface. Things are freely rearranged (e.g., the sun may be moved to the ground level). At this stage, the child has no comprehension of, or interest in, realism per se.

In the Realistic Stage (usually beginning at ages seven to 10), the child becomes factually oriented and develops a conscious awareness of adult prototypes with increasing coordination. At this stage, the child experiences difficulty coping with adult standards. It is a period of insecurity for the child as he or she works to more realistically reproduce experiences through art.

A continuum of objectives for the visual arts has been identified within the above described stages of development. The reader will note that objectives for one stage overlap to the next stage of development. (See box on page 128)

Suggested Activities

1. The child will use art media with ease and enjoyment.
    - Finger Painting. Print child's name on a sheet of glazed paper. Draw the paper through the water in a shallow pan. Put drops of fingerpaint on several areas of the paper. Fingerpaint may be pre-colored or fingerpaint base may be put on the paper and powdered tempera sprinkled in it. For each drop of fingerpaint base, a different color may be used. For beginners, interested in the feel of fingerpainting, painting may be done directly on a table which has a hard finish or on trays. Prints may be made by pressing paper on top of fingerpainted table or tray, if desired. Finished fingerpaintings may be used as covers for five-gallon ice cream carton wastebaskets, scrapbooks and storage boxes, and as wrapping paper. (It is essential to have water for clean up within easy reach.)
    - Rubbings. Lay textured material on table and cover with paper. Using the side of the crayon (remove paper from crayon), piece of colored chalk, pastel or charcoal, rub firmly over the entire surface of the paper. Outlines of materials underneath the paper should appear. If chalk, charcoal or pastels are used, spray with fixative (in well ventilated area or outside). In another exercise use a variety of textures as base for rubbing. It will take practice to use just the right touch — neither too hard nor too soft. This variation should be reserved for children who have developed a degree of motor skill.
    - Straw Painting. Dribble paint in several colors on paper. Blow the paint through the straws to create designs. Paints should be thin to flow easily. Use primary colors for beginners.

Goal Area – Visual Arts Continuum of Objectives		
Manipulative Stage	**Symbolic State**	**Realistic Stage**
1. The child will use art media with ease and enjoyment. 2. The child will produce work that is personally satisfying. 3. The child will learn technical aspects of working with various materials and tools. 4. The child will properly care for materials and tools.		
	5. The child will produce work that communicates thoughts and feelings. 6. The child will become sensitive to and enjoy natural and creative art.	
		7. The child will increase ability to produce things more realistically.

- Collage. On a table, spread out trays of selected scraps of materials like paper plates, egg carton tops, shoe-box lids. Small objects may be dipped in glue while popsicle sticks may be used to spread glue on paper. When finished set aside to dry. In another exercise have children select items wanted for their pictures and arrange them on a dry paper before starting to glue. (This sort of planning should not be expected from young preprimary children who are more interested in manipulating the materials than in making a picture.) Holes may be punched in the edges of paper plates, egg cartons or heavy paper for lacing with yarn to give a framed effect. For tissue-paper collage, paint the paper with a thin coat of diluted glue. Then place the pieces of tissue on top and press. Combine a neighborhood walk with this activity by having children pick up material for collage.

  - There is an endless amount of material that children will enjoy experimenting with. The following are given without elaboration to illustrate the variety of materials which need to be available to the classroom teacher.
    - Modeling with salt and flour dough, plasticene or ceramic clay
    - Design printing with an array of cut vegetables and tempera paint
    - Carpentry
    - Mobiles
    - String and yarn art
    - Papier-mache
    - Paper bag art

2. The child will produce work that is personally satisfying.
   - Provide choices for the child. Within an art center a choice of art activities may be available to the child such as easel painting, fingerpainting or water color painting. Within one activity choices may be made available. For example, the child may select from among five colors to use while fingerpainting.
   - Allow the child to talk about the production. This language may be written at the top or

bottom of the production or may be recorded on a separate sheet of paper and displayed with the art work. Language should never be forced from the child. Child dictations, therefore, will be given spontaneously and not as a requirement of the art experience.

- All children's art work should be displayed at some time. Displays will be in prominent places of the classroom or school. Care should be taken to develop aesthetically pleasing displays. Children's names should be attached to the art products.

3. The child will learn technical aspects of working with various materials and tools.
   - While experimenting with different media (e.g., fingerpaint, chalk, charcoal, clay) and different art tools (e.g., brush, fingers, hands, glue bottle), the teacher will demonstrate these materials and will give individual guidance to allow a child more success with these materials. Care must be taken not to impose creative ideas with the materials. Teacher guidance will be used primarily to assist in the technicalities of using the materials.
   - Involve children in making the paste, fingerpaint or other art materials to be used.
   - Involve children in selecting the tools they will need to develop their art work.

4. The child will properly care for materials and tools.
   - Children will plan the use of art materials with the teacher. The teacher may demonstrate the use of materials during this planning time.
   - Peer monitors may be selected to assist children who need help in using a particular material.
   - Routines for washing tools and cleaning up the art center will be reviewed with small groups and individual children throughout the school year.
   - Children will be reinforced verbally for cleaning up after an art activity.
   - Storage areas for all art tools and materials will be clearly defined for the children with the expectation that after tools have been used they are to be returned to the proper storage area so others may use them (e.g., use of a pegboard area to hang tools such as stapler, use of cardboard storage bins for scissors, use of special shelf for paper supplies).

5. The child will produce work which communicates thoughts and feelings.
   - Make puppets to be used for dramatic play.
   - Paint to music.
   - Use color to express a feeling (e.g., happy, sad, angry).
   - Make masks for creative dramatics.
   - Make murals to recall an experience.
   - Illustrate dictated language to develop simple language experience books.

6. The child will become sensitive to and enjoy art.
   - Field trips can provide a core experience from which art activities may develop.
     - A walk in the neighborhood to specifically see an animal, tree or building.
     - A trip to a farm, museum or commercial establishment to see specific things or events which may be illustrated later.
     - Sit outside with a small group or large group of children to look at and talk about such things as the sky, clouds, sun, trees, grass, etc.
   - Masterpiece of the week. Keep a print file of laminated masterpieces. Select prints for interest to children. Paintings of children, family groups, landscapes, still life and colorful abstracts may be included. Children will also enjoy photographs or reproductions of statues. Ask children to select "the masterpiece of the week" and hang it in a spot chosen for that purpose. Such a spot should be low enough for children's viewing yet open to unobstructed long range viewing.

- A small area in the classroom is set aside for display; shelf space, or a small table may be used. Fabric, colored corrugated cardboard or other materials are used to provide a background for the display. Colored bottles, musical instruments, flowers, leaves, fruit, interesting rocks, plants, seashells, statuettes, costumed fruit, interesting rocks, plants, seashells, costumed dolls, bowls, vases, model cars, collections, etc. may be used as the focus of the display. As the year progresses, encourage children to change the display and to make one of their own.

7. The child will increase ability to produce things more realistically.
   - Illustration of child-made books which recall an event or story.
   - Talking mural which used dictated language of children as a motivator for illustrating an experience.
   - Development of three-dimensional scenes to illustrate events in history, geography, science.
   - Maps to recall events or land ecology.

Some Do's and Don'ts for Teachers

- Use art as an integral part of the day's activities.
- Demonstrate an active and sincere interest in the artwork.
- Provide a degree of privacy.
- Show equal appreciation and concern for all the members of the class.
- Provide contact with art products of all ages.
- Relate art experiences to part of the child's own experience.
- Maintain certain standards regarding care of materials and cleanliness of work area and person.
- Don't impose topics or subjects unless the child is completely without ideas.
- Avoid ready made art techniques such as coloring books, number painting or ditto sheets.
- Discourage children's copying a teacher-made model.
- Don't grade children's art work.

Materials for the Visual Arts Center

These basic materials should be available

Crayons — both large primary size and regular
Pencils
Library paste
White glue
Scissors — include some for left hand
Powdered paint — red, blue and yellow; and other colors later
Plasticene (sometimes called plastolene)
Colored construction paper
Manila or white paper — larger sizes for younger children
Newsprint — 24" x 36"
Brushes — long handled, half-inch; and other sizes later

Other commercial materials that are appropriate

Ceramic clay
Pipe cleaners
Colored chalk or pastels
Paper plates
Balls of string
Craft materials — glitter, sequins, raffia, balsam, etc.
Wire — different thicknesses for different purposes

Wire snappers
Wallpaper paste
Yarn
Gummed tape — various types, sizes, colors
Watercolors

These materials are appropriate for woodworking

Carpenter bench and pegboard for tool storage
Vise or clamps
Hammer
Nails — variety of the larger sizes
Screwdriver
Nails and screws
Pliers
Hand drill
Nuts and bolts
Sandpaper
Wrench
Wood — soft wood scraps from lumber yard

Ingredients for homemade materials

Starch
Soap flakes
Flour
Sugar
Powdered alum
Salt — non-iodized
Food coloring
Salad oil
Cream of tartar
Oil of clove

Recipes for homemade art materials

1. Modeling Dough

6 cups flour
3 cups salt
3 tablespoons powdered alum
1 cup boiling water
1 tablespoon salad oil

Add boiling water to dry ingredients and stir until mixed. Add salad oil and knead. Store in a covered container. For color add food coloring.

2. Sawdust

4 cups sawdust
2 cups wheat flour
1 cup water

Produces a very pliable media — used like dough but not as firm a consistency. Shredded newspaper may be used for sawdust.

3. Wheat-paste Mixture

2 cups wheat flour
3½ cups cold water

4. Sugar Dough

1 tablespoon water
2 tablespoons sugar
3 tablespoons flour
Add vegetable coloring

5. Do-it-yourself Clay – Safe for Children

2 cups baking soda
1 cup Argo cornstarch
1¼ cups water

Mix cornstarch and baking soda, add water, mix. Bring to a boil stirring constantly. Thicken to consistency of mashed potatoes. Place a wet rag over while it cools slightly. Form clay into shapes. Let dry 36 hours. Color with paint or magic marker and coat with shellac or nail polish.

6. Finger Paint

½ cup dry starch
1-1/3 cups boiling water
½ cup soap flakes
Vegetable coloring or poster paint
1 tablespoon glycerin

Mix the starch with enough cold water to make a smooth paste. Add boiling water and cook the paste until glossy. Stir in the dry soap flakes while the mixture is still warm. Cool. Add glycerin and pour the mixture into jars. The mixture can be kept for a week if it is covered with a damp cloth or a tight lid. Add color later. Two or three tablespoons of liquid starch may be poured on wet paper, one-half teaspoon powdered paint added and mixed as the child paints with it.

7. Finger Paint

½ cup Argo cornstarch
1 cup cold water
1 envelope of Knox
unflavored gelatin
2 cups hot water
½ cup soap flakes/detergent
food coloring

Combine cornstarch and 3/4 cup cold water; soak gelatin in remaining 1/4 cup cold water. Stir hot water slowly into cornstarch mixture. Cool and stir over medium heat until mixture boils and is clear. Remove from heat, blend in softened gelatin. Stir in soap until dissolved. Cool, divide into jars and color as desired.

8. Sand Painting

Add ¼ part paint powder to 1 part sand and combine in large shakers. Place paper in a large tray. Shake sand mixture on paper which children have covered with paste. This is also excellent outside on the bare ground.

9. Soap Painting

Fill small dishes with soap powder. Add a little powdered paint and water. Mix thoroughly until it has a medium texture (not too stiff nor too soft). Children apply to various kinds of paper with fingers or brushes.

Soap Suds Fun: 4 pints soap flakes to 1 pint water. Beat with beater till fluffy. Let children paint with it on paper (designs). Drys when it hardens.

Soap Painting: 1 cup Ivory soap flakes. ½ cup water (more if you want it thinner). Beat till it is very thick. Let your child paint with this on colored paper or glossy magazine pages.

10. Paste

1 tablespoon powdered alum
1 cup flour
1¼ pints boiling water
few drops of oil of cloves

Mix flour and alum in cold water. Add boiling water and cook for two minutes. Add few drops of oil of cloves.

Music — An Introduction

> *We need only to hear children's spontaneous chants and melodic taunts, listen to the strong rhythms and precise rhymes that go with ritual games, and observe the delightful playfulness and inventive pantomine in original dancing to recognize that children are inherently musical. (Rudolph & Cohen, 1964)*

Recognizing that individuals develop essential musical concepts in varying ways and that different skills contribute differently to the total musical understanding of the child, the teacher should include as wide a variety of musical skill activities as possible. This variety allows the child to experiment with each skill until he or she can determine which is the most personally satisfying mode of musical expression.

Each child should be given the opportunity to discover that there are different ways of producing music.

- Singing individually or in groups.
- Playing on a variety of instruments alone or with others.

Each child should be given the opportunity to explore different ways that music can be used as an expressive medium.

- Producing one's own music.
- Reproducing music created by others.
- Responding to music played by other individuals.

The following goal areas are included as part of a music curriculum.

Music-Listening
The core component of all musical experience. Children need a wide range of listening activities and should be surrounded by good musical sound. This ability is a learned skill which will be taught as carefully as any other skills and incorporated throughout classroom activities.

Music-Singing
This is an integral part of the curriculum for young children. Children will engage in spontaneous singing throughout the day as well as in group singing. The child will develop some understanding of high-low, repeated patterns, moods, tone matching and rhythm through participation in spontaneous singing and in group singing. The teacher's enthusiasm and participation in singing will greatly effect the child's involvement in singing.

Music-Playing Instruments
All children should have opportunities for exploring and experimenting with a variety of instruments including the piano, recorder, auto harp and a variety of rhythm instruments.

Music-Movement
Bodily rhythmic movement is the young child's most natural response to music. Besides opportunities for free creative movement (e.g., responding to recorded music), singing games (e.g., London Bridge is Falling Down, Little Sally Water, Farmer in the Dell) and the development of basic movements such as walking, running, hopping, skipping, swinging, and galloping to a rhythmic beat are desirable. Clapping and tapping activities can accompany songs and free creative movement can help to express the mood and meaning of the music.

Young children can learn certain concepts better through this mode of expression than any other. There should be many occasions for children to experiment with

- Free interpretation and characterization.
- Fundamental movements such as walking, running, hopping, singing, galloping.
- Singing games.
- Folk games.

A continuum of objectives in each of the goal areas of music is presented for the reader's information and consideration. Although it is fairly easy to recognize and implement activities on a simple to more complex level of difficulty within each area of music activity, it is not intended that the order in which the areas are presented necessarily represents a continuum for all children. It is important, however, to recognize that all children will move through the cycles of activity as described earlier which include (1) exploration, (2) integration and (3) creation.

Goal Area – Music-Listening

Continuum of Objectives

1. The child will become familiar with and explore different types of music (exploration).
2. The child will identify different notes played on an instrument (integration).

Suggested Activities

1. The child will become familiar with and explore different types of music (exploration).

- Introduce diverse types of music informally to children by using these different types of music as background for activities.

  Teacher – *Today I am going to play a lullaby on the record player during our rest time.*

  Teacher – *Today I am going to play a march on the piano as we get ready to walk back to our own table.*

- Involve children in selecting records to be played as a background for classroom activity (e.g., rest time, quiet activities, lunch, cleanup).
- Use parents, students and teachers to introduce the sound of different instruments to children (e.g., piano, violin, flute, guitar, trumpet).

2. The child will identify different notes played on an instrument (integration).

- Play different notes on an instrument and ask children to identify high and low notes; whether the notes just played go up or go down; whether the notes just played were the same or different.
- Play a record and have children listen for a particular sound (e.g., the chirp of a bird, the sound of a bell, the sound of Peter in Peter and the Wolf).
- Have children identify the instrument being played on a record after they have been introduced to the instrument as suggested above.
- Have children identify changes in the dynamics and tempo of music (loud, soft, fast, slow, high, low) and relate these changes to feelings they might express (e.g., fear, happiness, sorrow).

Goal Area – Music-Singing

Continuum of Objectives

1. The child will learn to sing on pitch within a limited range.
2. The child will respond to a request in song.
3. The child will sing spontaneougly during activities.
4. The child will create songs.

Suggested Activities

1. The child will learn to sing on pitch within a limited range.

- Gather children around the piano, autoharp or guitar to sing with the teacher. The teacher has a repertoire of songs to sing. Children are invited to sing along after the teacher has sung the song for them. Songs learned in this way will be sung often by the teacher and the children both during a singing session, as well as while working in a variety of activities. Select songs which are relatively short and with simple, repetitious words and a melody and a strong rhythm (e.g., Where is Thumpkin?, The Bear Went Over the Mountain, The Farmer in the Dell).

2. The child will respond to a request in song.

- During whole group session, while the teacher takes the role, the following phrase is used for children to respond to in song. (Tune – Where is Thumpkin?)

Teacher – *Where is (child's name) ?*
Where is ____________ ?
Child – *Here I am.*
Here I am.
Teacher – *How are you today (Sir or Name) ?*
How are you today ____________ ?
Child – *I am fine.*
I am fine.

- Children listen to a song on a record and then sing along with the record at a learning center or in the whole group.

3. The child will spontaneously sing during activities.

- Children or teacher may spontaneously sing during activity time or transition time.

It's clean up time.
It's clean up time.
It's time to stop our work.
It's clean up time.
It's clean up time.
It's time to stop our work.

4. The child will create songs.

- Children may develop their own songs around a particular theme (e.g., snow, rain, pet) or in response to a particular activity (e.g., fingerpainting, stringing popcorn, working with blocks).

Goal Area – Music-Playing Instruments

Continuum of Objectives

1. The child will explore a variety of instruments.
2. The child will be able to play a simple beat or tune.
3. The child will compose music on an instrument.

Suggested Activities

1. The child will explore a variety of instruments.

- Experiment with an instrument. Instruments may be laid out on a table. Children are encouraged to select an instrument in order to find out what kind of sound it makes. The children may also be encouraged to find out what kind of tone (loud or soft) or what kind of rhythm they can make.

2. The child will be able to play a simple beat or tune.

- Use drums or sticks to establish tempo for songs or underline beat in recordings. Select instruments for special sound effects (e.g., Hickory, Dickory, Dock).
- Tap out beat with an instrument to accompany recorded or played music.
- Have children use different instruments to accompany recorded or played music.
- Have child pick out a tune on an instrument.

3. The child will compose music on an instrument.

- Talk about or review a story or event. Encourage children to compose music to retell the story.
- Allow children to record music they have composed.

Goal Area — Music-Movement

Continuum of Objectives

1. The child will develop the ability to interpret music through body movements, impersonations and dramatizations.
2. The child will develop a vocabulary of fundamental movement (e.g., walking, running, skipping).

Suggested Activities

1. The child will learn to interpret music through body movements, impersonations and dramatizations.

- Ask children to find their own space. This is a place where even with outstretched arms, they do not touch anyone else. Then ask children to explore their space without moving from where they are (e.g., down to the floor, up as high as they can reach, over to the side, to the front, to the back). While remaining in the same spot, children may be asked to "make yourself as small as you can," or "take up all your space."
- Ask children to move around the room moving very slowly. Try to move at the same speed but on a different level (higher or lower). Move around the room using just one part of your body touching the floor.
- Ask children to begin to run across the room. "When you hear the bell, freeze."
- Give children freedom to respond to music as they wish. At first, do not give children ropes or scarves; let them just use their bodies. Children may need some guidance to respond appropriately to rhythm, tempo and mood of the music. Ask questions which will help (e.g., "Is the music fast or slow?" "Is the music high or low?" "Does the music sound like marching or skipping?").
- Scarves may be used by children to trail in the breeze as they run, to lift high to the sky and down to the ground, to wrap around themselves, to become wings.
- Nylon ropes may be used to swing, twirl, skip with or to draw a circle around each child.
- Folk Dance. The teacher may use recorded music, piano or guitar. For kindergarten children, folk dancing usually consists of singing games like "Ring-Around-the-Rosey," "Here We Go Looby Loo," "Doing the Hokey-Pokey," "A Tisket-A-Tasket," "Little Sally Water," "London Bridge," "The Farmer in the Dell." Gather children in a line or semicircle so that you are facing the same direction as they are. Demonstrate the steps for children to imitate. When the children have mastered the steps, put on the music. Re-teach as necessary. As with singing, these folk games will be played over and over again by the children. Over the year the children will develop ability to engage in these games independently.
- Take children to see dancers. Whenever possible have the dancers interact with the children so that the children can learn new dances or steps from these dancers.
- Set up a "movement corner" equipped with scarves, a drum, hoops, large pieces of cloth, hats, wigs, broom sticks. Interact with children as they move spontaneously by naming their movements and helping them expand their ability (e.g., "You're twisting your arm. What other part of your body can you twist?").

2. The child will develop a vocabulary of fundamental movement (e.g., walking, running, skipping).

- Throughout all the activities, use specific labels for movement.
- Encourage children to use specific labels to describe their movements and movements of others.

Suggestions for Music Equipment and Materials

- Phonograph and records (portable, three speeds, headphone jack)
- Keyboard instruments
- Piano and bench or miniature portable organ, or other accompaniment instruments
- Tone bars, bells, or xylophone for experimentations
- Scale of bottles of water or pipe lengths tied to a rod
- Access to autoharp or guitar

Rhythm Instruments

Rhythm instruments
Conga drums, bongos
Cymbals, finger cymbals
Jingle bells
Maracas
Rhythm sticks
Sand blocks
Snare drum
Tambourines
Tom-tom
Tone blocks
Wood blocks
Triangle

Homemade instruments
Oatmeal boxes
Pie tins, lids, etc.
Bottle caps loosely nailed to a stick
Small cans filled with gravel
18-inch lengths of doweling, serrated
Sandpaper on blocks of wood
Washboard
Pie tins with bottle caps attached
Large can with stretched rubber cover
Resonant blocks of wood and metal
Large nail suspended on string

Bowman records
Animals and Circus
Nature and Make-Believe
Pictures and Patterns
Masters of Music
Music, USA

Classroom Concert
Music of the Sea and Sky
Ensembles, Large and Small

And many, many more records for young children

Capital records
Instruments of the Orchestra
Educational Activities, Inc.
Hap Palmer Song Albums
RCA Victor Educational Department
Adventures in Music series (2 albums per grade level)

Dramatics — An Introduction

> *The power to think, to express, to interpret, and to evaluate ideas distinguishes man from the beasts of the field and the creatures of the jungle. (Mann, 1963)*

Dramatization, a natural form of expression for children, affords opportunities for personal involvement and free expression. Through spontaneous creative play, children begin to clarify and internalize their concepts of the world around them.

Dramatics may take many forms. Two basic goal areas will be used to describe the broad area of dramatics.

Dramatic Play

Children identify themselves with persons or things with which they have had first hand contact or about which they have learned vicariously. Dramatic play evolves out of a child's experiences and is free of teacher direction or control. A housekeeping center, woodwork center, block area, and large wheel toys all provide excellent opportunities for dramatic play. Within these experiences, children may "try on" roles of parent, worker, child, friend or baby. Field trips to the grocery store, airport, fire department or shoe repair shop can result in delightful dramatic play.

The role of the adult is crucial in establishing an environment which encourages children to engage in dramatic play activities. The adult

- Sets up the equipment, but allows the children to decide when and how to use it.
- Helps solve problems when children are not able to solve them alone.
- Adds equipment to help expand children's ideas.
- Takes a role at times to share the experience with the children but does not control the play.
- Observes the growth of children.

Creative Dramatics

Involves children in a group activity to act out an experience while guided by an adult. Children are encouraged to develop their own dialogue and action. There are no lines to be memorized. The teacher may enter into the children's play by raising questions (e.g., "What would happen next?" "How do you think the little pig felt?"). The teacher may supply additional props and play materials.

Creative dramatics activities will include utilization of stories, poems, paintings and music. Experiences will generally develop out of the following sequence of activities.

- Pantomining characters, moods and situations
- Adding dialogue
- Teacher introduces an open ended scene as a simple problem
- Children act out stories with which they are familiar
- Children act out stories created by themselves

Goal Area — Dramatic Play

Continuum of Objectives

1. The child will express experiences and ideas through action and words.
2. The child will use a variety of props and costumes appropriately.
3. The child will plan a sequence of actions to assume a role in agreement with others.

Suggested Activities

At the Dramatics Center the children may engage in experiences that encourage development of one or all of the objectives stated above.

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Activity*	Environment	Materials
Train	Line up chairs, two in a row, to resemble a train. Display related books and pictures nearby. Set up tables on "counter" where "tickets" may be sold.	About 10 small chairs Railroad caps "Tickets" – colored paper (The children would love a roll of expired theatre tickets.) A punch and rubber stamp and ink pad Table or "counter" Old suitcases (small) Pictures of trains, train stations, conductors, engineers
Jewelry Store	Arrange selection of jewelry on "counter" or table, or place jewelry in boxes on shelf. The children may take turns buying and selling jewelry. Display related pictures nearby.	Old jewelry Jewelry boxes Sales slips Bags "Money" and cash register Pencils Tables and shelves Pictures of jewelry
Clothing Store	Take "dress-ups" and place on hangers on clothes rack. or Place folded clothing on shelves or in drawers.	Clothing Hangers and rack Boxes, bags Pencils, sales slips "Money" Cash register Store "counter" (chest of drawers may be used) Related pictures – clothing stores, children in dress-ups
Restaurant	Set up small tables and chairs in secluded area. Pictures of food pasted on paper may substitute for menus. Cut out pictures of food may also be used for actual food. Same idea may be applied outside in relation to tricycles and drive-in restaurants. The children may take turns being waiter, waitress, patrons. Use related pictures.	Small table and chairs Tablecloth Napkins Dishes Silverware Trays Sales slips Pencil Menus (paper with food pictures on each) Empty boxes or pictures of food Pictures – restaurant scenes, food, cooks, waitresses

Other suggestions for the Dramatics Center may include

- Rocket launching
- Space flight
- Doctor's office
- Bus ride
- Service stations
- Grocery store
- Beauty Parlor
- Airplane flight
- Office
- Hospital

(Activities were taken from the State of Nebraska Guide for Kindergarten Teachers by Velma Schmidt, Early Childhood Education, State Capitol, Lincoln, Nebraska. 1971)

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Activity	Environment	Materials
Combine dramatic play with block play	Arrange blocks in a simple basic way to suggest dramatic play and also to stimulate other building (children may add to the basic structure or start a new one). Blocks may be stacked nearby on the floor as a means of suggesting their use in dramatic play. Have block accessories nearby (preferably on shelves in block corner). Put up related pictures in block corner. Some themes to consider Airport Farm Cars and trucks Boats Trains Zoo	Cars and trucks Airplanes Boats Trains Rubber or wooden animals Rubber or wooden people Blocks (hollow or unit) Boats

Goal Area – Creative Dramatics

Continuum of Objectives

1. The child will pantomime familiar actions and characters with little or no dialogue.
2. The child will act out familiar actions and characters with dialogue.
3. The child will dramatize poems and nursery rhymes.
4. The child will assume the role of a character in a familiar story.
5. The child will sequence actions in a familiar story.
6. The child will work with others in dramatizing a story.

Suggested Activities

1. The child will pantomime familiar actions and characters. Ask children to move as though they are in one of the following situations.

Subject	Activity	Condition to Suggest Feeling or Interpretation
Animals	elephants walking	in a circus parade
	rabbits hopping	holding Easter eggs
	birds flying	in spring sunshine
	horses galloping	in a race
	frogs jumping	to escape a child who is trying to catch them
Working	climbing a tree	to put out a fire
	sawing a tree	for Christmas
	loading a truck	with toys
	chopping wood	for a campfire
	digging	to plant a flower
Helping at home	sweeping the house	before company comes
	painting a wall	clean, bright, yellow
	ironing	party clothes
	climbing the stairs	to bed
	mowing the lawn	to make the yard prettier

Subject	Activity	Conditions to Suggest Feeling or Interpretation
Characters	giant walking	through a city
	fairies tiptoeing	past a sleeping baby
	soldiers marching	in review before the General
	a tired child	waking in the morning
	goblins dancing	on Halloween night
Nature	trees swaying	on a windy day
	rain pelting down	during a thunderstorm
	wind blowing	on flying kites
	leaves floating down	in autumn wind
	seed growing into flower	in spring sun and rain

2. **The child will act out familiar actions of characters and dialogue.**

- After reading a familiar story to children such as *Goldilocks and The Three Bears, Three Little Pigs, or Three Billy Goats Gruff,* have children as a group
  - Retell story.
  - Select parts.
  - Act out the story.
- Name simple props available to assist children with their dialogues.

3. The child will act out familiar nursery rhymes and poems. Children may be asked to match their movements to the words of any of the following poems.

Jack be nimble
Jack be quick
Jack jumped over the candlestick

The three little kittens
They lost their mittens
And they began to cry

Poems to dramatize

Jump or Jiggle

Frogs jump
Caterpillars hump

Worms wiggle
Bugs jiggle

Snakes glide
Sea gulls slide

Mice creep
Deer leap

Lions stalk
But
I walk.

Mr. Turkey and Mr. Duck

Mr. Turkey took a walk one day
In the very best of weather
He met Mr. Duck on the way
And they both talked together.
Gobble, gobble, gobble,
Quack, quack, quack,
Good-by, Good-by,
And they both walked away.

The Little Turtle

There was a little turtle	(One hand on top of the other to form a turtle)
He lived in a box.	
He swam in a puddle.	(Hands together in motion)
He climbed on the rocks.	(Fingers of one hand climbing up other arm)
He snapped at a mosquito,	(Use your hand to pretend you are catching something in the air.)
He snapped at a flea,	
He snapped at a minnow,	
He snapped at me.	
He caught the mosquito,	
He caught the flea,	
He caught the minnow,	
But he didn't catch me.	

The Goblin

A goblin lives in our house, in our house, in our house.
A goblin lives in our house all the year round.
  He bumps
  And he jumps
  And he thumps
  And he stumps
  He knocks
  And he rocks
  And he rattles at the locks.
A goblin lives in our house, in our house, in our house,
A goblin lives in our house all the year round.

Fingerplays

Hinges

I'm all made of hinges,	(Bend elbows, bend knees, partially)
'cause everything bends,	
From the top of my neck	(Motion from neck down)
Way down to the end.	
I'm hinges in the front,	(Bend front)
I'm hinges in the back,	(Bend back)
But I have to be hinges	(Clap hands)
or else I will crack.	

Our Little Baby

Our little baby has ten toes	(Show all ten fingers)
Two little ears and	(Point to ears)
One little nose.	(Point to nose)

Ten Little Friends

Two little houses across the street	(Hold hands, fists closed)
Open the doors and ten friends meet.	(Open fingers)
How do you do, and how do you do,	(Fingers bow to each other)
Such nice sunny weather	(Bring fingers back up)
Off they hurried to (school?)	(Move fingers in a hurrying motion)
Ten little friends together.	

Poems to music

The Spaceman's Out in Space

(Sing to tune of *The Farmer in the Dell*)

The spaceman's out in space, the spaceman's out in space,
Hi oh, the dairy oh, the spaceman's out in space.
The spaceman takes a suit....
The suit takes a rocket....
The rocket takes a launch...
The launch takes a satellite...
The satellite takes the sun...
The sun stands alone...

Did You Ever See a Rocket?

Did you ever see a rocket, a rocket, a rocket?
Did you ever see a rocket, go this way and that?
Go this way and that way, go this way and that way,
Did you ever see a rocket, go this way and that?

(Repeat using other aerospace items)

Where is Thumbkin?

Where is Thumbkin? Where is Thumbkin? (Hold up thumb)
Here I am. Here I am.
How are you this morning? Very well I thank you.
Go a-way. Go a-way.
  Where is Pointer . . . . ? (Hold up first finger)
  Where is Tall Man . . . . ? (Hold up second finger)
  Where is Ring Man . . . . ? (Hold up third finger)
  Where is Pinky . . . . ? (Hold up fourth finger)
  Where are all men . . . . ? (Hold up all fingers/thumb)

Singing games

Ring Around the Rosy
London Bridge
Lobby Loo
Did You Ever See a Lassie?
Here We Go Round the Mulberry Bush
Yankee Doodle
Pop Goes the Weasel
A-hunting We Will Go
Skip to my Lou
Go Round and Round the Village

4. The child will assume the role of a character in a familiar story.

- Children will plan together by identifying the characters, the sequence of the plot and simple properties needed.
- The adult serves as a guide in helping children plan the dramatization and in deciding on the properties. Suggestions for dramatizations

  Goldilocks and The Three Bears
  The Three Little Pigs
  The Three Billy Goats Gruff
  Caps for Sale
  The Little Red Hen
  Henny-Penny
  Ask Mr. Bear
  The Elves and the Shoemaker
  The Tales of Peter Rabbit

5. The child will sequence actions in a familiar story.

- Use any of the stories suggested for dramatization in Objective No. 4. Bring their attention to the importance of role playing incidents in the correct order.
- Have children create a story play using one of the following suggestions.

Activity	**Procedures**
Situations children have experienced like going to the farm or to parents' place to work, making a house, buying groceries. Field trips, films and class visitors suggest story plays.	Children suggest the sequence of activities. The adult narrates while the children pantomime the action.
A story play Trip to the woods Going to the woods — take the school bus to the gate. Walk and look at the beautiful trees. Pick up a pretty stone and feel all its sides. Listen to the airplane — see it through the leaves. Listen to the bird's song — find it, see the nest. Run and jump over the stream. Look at the violets. Stop and sway like the trees. Sit down to rest. Eat a snack and take a drink. Walk to the bus.	The adult narrates a story play he or she has prepared or that children have created together. Children pantomime the action.
Other topics for story plays Baking a cake, playing in the snow, hunting for . . . , wrapping a gift.	

6. The child will work with other children in dramatizing a story. After listening to the story several times, the child will plan the dramatization with other children, identifying the characters, sequence of events, needed props, music. The child will then work with other children in performing the drama for others.

INTELLECTUAL DEVELOPMENT
CREATIVE ARTS
CURRICULUM RESOURCES

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INTELLECTUAL DEVELOPMENT
NUMBER UNDERSTANDINGS
CHILD ASSESSMENT CHECKLIST

CHILD ASSESSMENT CHECKLIST: NUMBER UNDERSTANDINGS

Goal	Number Understandings														
Areas	Number & Numeration							Measurement			Geometry		Money		
Indicators Child's Name	Groups objects according to similarities	Groups objects according to differences	Identifies "how many" by matching objects in one set to another	Recognizes set of one, set of two, set of three, etc.	Recognizes and names sets in order as they increase by one	Combines and separates sets with different properties	Writes symbols that represent number properties	Compares and orders two objects (greater than, less than, etc.)	Uses nonstandard units to measure	Uses standard units to measure	Can follow directions for getting from one place to another	Identifies and sorts geometric shapes	Recognizes coins and bills as representing value	Names common coins and bills	Can purchase items using appropriate coins and/or bills
1.															
2.															
3.															
4.															

INTELLECTUAL DEVELOPMENT
NUMBER UNDERSTANDINGS
SUGGESTED ACTIVITIES

Goal – NUMBER UNDERSTANDINGS

> *. . . number concepts cannot be taught by the teacher since the only way they can be learned is by the child's own construction. (Kamii and Devries, 1976)*

> *The curriculum is to be thought of in terms of activity and experience rather than knowledge to be acquired or facts to be stressed. (Hadow Report, 1931)*

Introduction

An understanding of numbers and number relationships is, indeed, a natural part of the active life of a child. One need only witness a five-year-old sharing a sack of candy, counting marbles won or keeping track of who ate the most cookies to realize the vital role that number concepts play in the life of a young child. As an integral part of the daily living of children in a kindergarten classroom, numbers and number understandings are experienced by the child through

- stories
- songs
- rhythms
- experimenting with and exploring many different things
- group games
- cards and dominoes
- aiming games
- racing, chasing and seeking games
- creative manipulative materials
- routines including distribution of materials, cleanup, transitions and planning
- collecting things
- hearing adults use number language and number concepts
- dividing things
- keeping records
- many impromptu happenings during the day.

Development of number understandings involves two levels of knowledge on the part of the learner.

- Quantitative attributes and relationships of objects in the world (e.g., "He has more than I have." "My tower is higher." "She ate all the cookies.")
- Symbols used to represent these attributes and relationships (e.g., A learning center invitation with the number "4" in the corner to indicate how many children may work in that area at one time.)

To develop both of these vital levels of number understanding, the classroom environment should provide children with

- Many concrete situations which encourage children to use and gain understanding of quantity and relationships before they are introduced to number symbols.
- Exposure to number symbols as these are used to represent quantities and relationships of objects in a variety of meaningful concrete learning settings.

Effective teaching in this area involves the teacher in extending and expanding mathematical understandings as children interact in a wide variety of classroom routines and instructional settings. The role of the teacher includes

- Teaching number concepts when they are useful and meaningful to the child.
- Talking about number relationships as they relate to activities.
- Providing appropriate materials and equipment to stimulate discovery of number relationships.
- Integrating number experience into all areas of the curriculum.
- Allowing children to repeat activities to reinforce number concepts.

- Encouraging children to verify answers among themselves.
- Encouraging children, in a general way, to become aware of the relationships among objects and events in their daily environment.

Development of number understandings has been divided into four broad goal areas.

Number and Numeration	The ability to identify the properties of a collection which answers the question "how many?" or "which one?"
Measurement	The ability to express the size of a particular characteristic of an object or set or experience in terms of some reference unit which possesses that characteristic.
Geometry	The ability to understand position in space.
Money	The ability to identify and use money in exchange for something else.

Children may operate with understanding from more than one goal area at a time. In other words, the goal areas, as presented, do not constitute a continuum. Within each goal area, objectives have been identified along a continuum to represent a range of child growth. The following objectives and activities are suggested for implementation with kindergarten children.

Goal Area – Number and Numeration

Continuum of Objectives

1. Classification. The child will be able to group objects according to similarities.
2. Seriation. The child will be able to arrange objects or events in some kind of order based on differences among them.
3. Matching one-to-one. The child will be able to identify "how many" by matching objects from one set with objects of another set.
4. Recognition and naming of number groups. The child will be able to recognize a set of one, a set of two, a set of three, etc.
5. Counting. The child will be able to recognize and name sets in order as they increase by one.
6. Combining and separating sets. The child will be able to combine and separate sets with different properties.
7. Reading numerals. The child will be able to interpret symbols that represent number properties.
8. Writing numerals. The child will be able to write symbols that represent number properties.

Suggested Activities

1. **Classification.** The child will be able to group objects according to similarities.

- **Grouping.** Children are asked to group themselves based on something they are wearing (e.g., "All children wearing tennis shoes may be seated at the table," or "All children wearing something green will sit on the floor.")
- **Touchbox.** A group of objects which are alike in some way are placed in a box such that the children cannot see the objects. (Attach a sock to a hole in the box or have the child close his/her eyes and feel the things through a hole in the box.) As the child feels the objects, she/he may describe them and conclude how all the objects are alike (e.g., "All of the objects in the box are long, smooth, brushes.")
- **Sorting Boxes.** Boxes are made from tins or cartons which contain a collection of things, such as buttons, shells, socks, gloves, toys, spoons. The child or a small group of children is asked to select objects from one sorting box whose contents have been spread out on a table or area of the floor. After ample time to manipulate and group the objects along some dimension, the teacher will ask the child to talk about how the objects grouped together are alike.

- **I Spy.** Describe one common property of a set. For example, "I spy a set of round things that are silver." Different sets can be placed in different areas around the room. The children try to identify the set by asking questions (e.g., "Is it a set of four yellow buttons?" or "Is it a set of three baby shoes?"). Children can play this game in pairs or groups of four.

2. **Seriation.** The child will be able to arrange objects or events in some order based on differences among them.

- Children order themselves from shortest to tallest.
- In the dramatic play area, a child is encouraged to put the dolls in sequence from smallest to largest in order to decide which dolls would best be used to act out a story.
- Using sorting boxes containing grouped objects such as bottles, shoes, hats, pans, each child is asked to arrange the objects in some order. After the child has had ample time to manipulate the objects, she/he is encouraged to talk about how she/he ordered the set of objects (e.g., smallest to largest, heaviest to lightest, light pink to dark red).
- Based on the manipulation of sorting box materials, the child develops a stick or button collage and puts the objects in some kind of order.

3. **Matching one-to-one.** The child will be able to identify how many by matching objects from one set with objects from another set.

- Have child put scissors, or jars of paste or the boxes of crayons back on the shelf by putting each object in its designated hole, or slot or circle.
- Encourage a small group or pair of children to place dominoes together so that the ends with equal sets are matched. With some children, the teacher or another adult will need to be available to encourage children to accurately match the dominoes by asking such questions as, "Can you find another domino with as many dots on the end as this one?"
- A pair of children, using felt board pieces and a felt board will build sets of objects which will be accurately matched by their partner, constituting an identical set of felt pieces.
- Ask child to get enough napkins, or cups or straws so each person in the group will have one.

4. **Recognizing and Naming of Number Groups.** The child will be able to recognize a set of one, a set of two or a set of three.

- Using a set of cards that have a set of objects on them, the child can match the cards that have the same number of objects on them.
- Using a set of farm animals, the child can recognize a set of one horse, two pigs, three cows.
- When selecting a learning center, the child can recognize when a center has the maximum number of children (e.g., two children at the art center; five children at the listening post).
- Using a set of flash cards with different numbers of objects on them, the child can identify the number of objects on the cards at an increasing rate.

5. **Counting.** The child will be able to recognize and name sets in order as they increase by one.

- Using an egg carton or other container with pockets, the child is asked to place chips or objects in each pocket, increasing each pocket by one object.
- Using a group of objects, each child is asked to make a one more than pattern, e.g.,

X
X X
X X X
X X X X

- Using a set of felt pieces, the child is asked to point to the sets that correspond with the song

One little, two little, three little Indians
Four little, five little, six little Indians
Seven little, eight little, nine little Indians
Ten little Indian boys.

- Each child (two to three in a group) has a small rubber ball and a set of jacks. Each child has a turn to bounce the ball and pick up an increasing number of jacks before the ball bounces again (e.g., bounce – pick up one jack; bounce – pick up two jacks; bounce – pick up three jacks). If the child does not pick up the right amount of jacks in sequence, she/he loses her/his turn. The first child able to pick up all of his/her jacks wins the game.

6. **Combining and separating sets.** The child will be able to combine and separate sets which have different properties.

- When distributing materials, ask child such questions as, "If you put a box of crayons at the art center, the game center and the construction center, how many boxes will you need?".
- Using a set of cubes, children are encouraged to combine and separate sets. As the children are doing this, the adult asks questions such as, "How many cubes would you have if you put the red ones and the blue ones together?" "How many would you have left if you took the yellow ones away?".
- Using a sorting box of objects, children are encouraged to combine and separate sets asking questions such as those suggested above.
- When routinely collecting things in the classroom, ask child such questions as, "If you collect a spoon from each table, how many will you have in all?" "If you collect two paste bottles from each center, how many paste bottles will you collect?".

7. **Reading numerals.** The child will be able to interpret symbols that represent number properties.

- Using felt objects and felt numerals, have children match the numeral to the number of felt objects on the felt board.
- Use numerals at each center to indicate the number of children who will work at that center. During the planning session with the whole group of children, these numbers and numerals will be discussed.
- Use a variety of games in which the child rolls a die or uses a spinner chart with numerals on it to determine how many spaces she/he can move on the game board.
- Using sets of objects put together by a child, the child will be able to select the numeral which accurately describes the number in the set.

8. **Writing numerals.** The child will be able to represent in writing number properties with symbols.

- The children trace numerals that represent the number of objects in a set of objects.
- A child records the numeral representing the number of children absent each day on a daily attendance chart.
- A child records the number of children having a birthday that month on a birthday cake chart.
- The child makes a number book in which the number of cut outs or drawn objects on a page is described by a numeral written on the page beside the page with pictures on it.

XXX	3

Goal Area – Measurement

Continuum of Objectives

1. Comparing and ordering. The child will be able to make statements about the relationship of at least two objects.
2. Using nonstandard units to measure. The child will be able to use a go-between device (e.g., hand, foot, paper clip, string) to measure things.
3. Using standard units to measure. The child will be able to use standard measurement tools such as cups, measuring sticks, scales, clocks and thermometers.

Suggested Activities

1. **Comparing and ordering.** The child will be able to make a statement about the relationship of at least two objects or events.

- Using blocks, cubes, cuisenaire rods or Uniflex blocks, have children build trains which are higher, longer, shorter or wider than a train which has already been built.
- Ask children to build something longer, shorter or the same length as something else.
- Use a variety of games in which children identify such things as "Whose car traveled further?" or "Whose balloon is largest?" or "Which ribbon is longest?".
- Using stories read to children dealing with relationships, such as The Three Bears or Three Billy Goats Gruff, children are asked to dramatize these stories recalling relationships among the story characters.

2. **Using nonstandard units to measure.** The child will be able to use a go-between device to measure things.

- Have a child measure a distance in the yard or room by stepping off the distance. First, have the child use giant steps, and then have the child or another child use baby steps. Ask, "Why are the numbers different?".
- Have a child stand against a wall and mark his/her height. Have the child measure the height in hand lengths. After the child counts the number of hand lengths, repeat the procedure using your hands. Ask, "Why are the numbers different?".
- Using arbitrary units such as books, index cards, pieces of ribbon or paper clips, let the children measure objects around the room. Record their measurements on a class chart which illustrates the object measured and the measurement. Discuss why some objects measured in different ways have different measurements.
- Using different containers, have children measure a pail of sand at the sandtable. Record their measurements on a chart. Ask, "Why do different children get different measurements for the same pail of sand?".

3. **Using standard units to measure.** The child will be able to use standard measurement tools such as cups, measuring sticks, scales, clocks, thermometers.

- Use time as a means of talking about and planning the day's schedule (e.g., "It is twelve o'clock — Time to go to lunch." "It is two o'clock — Time to clean up.").
- Use a large class calendar to talk about the day, the week and the month.
- Read and record the classroom temperature and the outdoor temperature.
- Use a centimeter ruler or centimeter cubes to determine line segment distances such as the distance between fairly close pieces of classroom furniture.
- Use metersticks or a meter trundle wheel to measure the length of a classroom or hallway.
- Compare the weight of a variety of objects on a balance scale.

Goal Area — Geometry

Continuum of Objectives

1. Awareness of body in space. The child will be able to move in space without fear, receive and give directions for getting from one point in space to another and judge distance to a specific place.
2. Geometric figures and solids. The child will be able to identify, sort and construct geometric figures and solids.

Suggested Activities

1. **Awareness of body in space.** The child will be able to move in space without fear, receive and give directions for getting from one point in space to another and judge distance to a specific place.

- Use a variety of movement activities in which the child can freely explore own space. (See Creative Arts.)
- Have children use landmarks, address, sign, phone number to identify how to go from school to locations such as the child's home, grocery store, nearest mailbox.
- Use direction names such as north, south, east, west in describing locations in classroom or outside the classroom when appropriate.
- Estimate distances using terms such as blocks, inches, feet, yards, (e.g., "We will walk about two blocks to the stoplight.").

2. **Geometric figures and solids.** The child will be able to identify, sort and construct geometric figures and solids.

- Allow children to explore and manipulate a container of geometric figures cut from cardboard or tagboard. As children work with these figures, the adult can interact to help children find figures that are alike and provide their names. Children may then put together and identify figures that are alike.
- Make templates from cardboard or another stiff material. Make these available in the number center. Children may use pencils or crayons to trace different figures on paper.
- Shape Bingo. Children can play this game independent of the teacher as they would a regular Bingo game. Children should do the calling so they can practice the names of the figures.
- Use geoboards or pegboards on which children may construct a variety of geometric forms. Teacher may encourage children to make different figures by asking questions such as, "Can you make a square on your geoboard?" "Can you change your square into two rectangles?" "Can you change your square into two triangles?".
- Clay or plasticene construction. Make clay or plasticene models available for children to use during activity time. Encourage children to make a clay or plasticene construction to look the same as one of the models.

Goal Area — Money

Continuum of Objectives

1. Recognition. The child will be able to recognize coins and bills as representing a value for exchange.
2. Naming. The child will be able to name common coins and bills.
3. Value. The child will be able to understand the value of each piece of money and associate specific number values with specific pieces of money.

Suggested Activities

1. **Recognition.** The child will be able to recognize coins and bills as representing a value for exchange.

- Encourage children to engage in store play where they will use play money or real coins to purchase grocery items.
- Discuss with children the money you will need to purchase items for the next cooking experience.
- Encourage children to buy stamps in the play post office using play money or real coins.
- Encourage children to buy train, plane or boat tickets in the construction corner using play money or real coins.

2. **Naming.** The child will be able to identify by name common coins and bills.

- Have children sort coins that are alike. The adult will assist the children in naming their groups of coins.
- Develop a money chart displaying a penny, nickel, dime, quarter, fifty-cent piece and a dollar bill. Children may use this chart to help them identify coins they are using. After each coin or bill is written, the value amount is written using numerals. Children may work in pairs to recall the value of each coin.
- Use a Money Bingo Game in which children match the name of the coin with the picture of the coin on their bingo cards.
- Using a Box-O-Money, children will identify the specific value of each coin in the box.

3. **Value.** The child is able to understand the value of each piece of money and associate specific number values with specific pieces of money.

- In the play grocery store, the child can pay the exact amount of money charged for each item.
- Give the children a variety of coins and a shopping list with the price after each item. Have them purchase the list of items.
- Have individual children be the grocery check-out person in the store. The check-out person will give exact change for purchases made.
- Arrange a shopping trip to a neighborhood grocery store for three of the children. Each child will purchase the same item for the same price (e.g., an apple for 12 cents). One child will be given two nickels and two pennies; one child will be given one dime and two pennies; and the third child will be given twelve pennies. They will discover that each amount of money is the same and will buy the same amount.

Generalizing Knowledge and Skill in the Area of Number Understandings

Number understandings should be deliberately worked into the learning centers in the classroom. In the Construction Center, children will, at times, be comparing sizes of structures, estimating distance and stating relationships of structures. At the Cooking Center, measurement and number are a natural part of the learning process. Lotto games, bingo games and pegboards will all entice young children to become naturally involved in number understandings at the Game Center. Number comparisons and relationships will be a vital part of the Multisensory Center as they will be at the Exploration Center where classification and prediction tasks will be most relevant. The Art Center and Dramatics Center should provide many opportunities for children to apply number understandings to their representations of practical life experiences. Numerous comparisons and use of number symbols will be possible at the Motor Development Center. Number understandings will be a vital part of the books and stories looked at and read to children at the Library Center.

As has been illustrated in the Suggested Activities, a wide variety of materials and equipment should be available in the classroom which invite and stimulate children to learn and use numbers. The following is a suggested list of the kinds of materials that should be available for use by young children in the classroom.

Adding machine
Attribute blocks
Bingo number games
Building blocks
Calendar
Cash register
Compass
Containers of various sizes
Cubes
Cuisenaire rods
Dial telephones
Dominoes
Egg cartons
Felt or flannel pieces and board
Geoboards
Geometric shapes
Geometric shape templates
Geometric solids
Lotto number games
Measuring cups and spoons
Measuring sticks
Milk cartons
Number finger plays
Number poems
Number songs
Number die games
Number spinner games
Pattern blocks
Pegs and pegboards
Scales
Touchboxes
Toy money
Variety of manipulable things

6

INTELLECTUAL DEVELOPMENT
NUMBER UNDERSTANDINGS
CURRICULUM RESOURCES

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INTELLECTUAL DEVELOPMENT
SCIENCE
CHILD ASSESSMENT CHECKLIST

CHILD ASSESSMENT CHECKLIST: SCIENCE

Goal	**Science**												
Areas	**Observing**				**Classifying**			**Predicting**			**Reporting**		
Indicators **Child's Name**	Observes a variety of concrete objects	Talks about observations	Uses observations to solve problems and draw conclusions	Combines parts of previous observations to solve new problems	Talks about likenesses and differences	Groups objects and events that have one characteristic in common	Evaluates classifications and makes knowledgeable and thoughtful judgements about them	States a prediction	States a prediction based on a specific previous experience	Evaluates a prediction based on previous knowledge and experience	Accurately describes an experience	Describes a conclusion drawn from a variety of observations	Evaluates the accuracy of the reporting of an experience
1.													
2.													
3.													
4.													

INTELLECTUAL DEVELOPMENT
SCIENCE
SUGGESTED ACTIVITIES

Goal SCIENCE

Every time you tell a child the outcome, you rob him of the chance to discover it by himself. (Source unknown)

Introduction

Children are natural scientists with their spontaneous curiosity and sensitivity to change. They explore, discover and experiment long before they hear the word science. Science experiences, both formal and informal, help children develop their thinking skills as well as gain knowledge about the world. Children need many opportunities to develop the skills of observing, questioning and solving problems with familiar materials. Many science materials may be brought into the classroom by the children themselves.

Science activities will allow and encourage children to

explore
experiment
question
contrast
collect
summarize
compare
report
find relationships
observe
discover
group
plan
draw conclusions
generalize

With such subjects as

leaves
seeds
soil
rocks
insects
frogs
eggs
water
heat
light
birds
vegetables
flowers
chicks
turtles
snakes
hamsters
liquids
sand
mud
balance
sanitation
conservation
space
safety
air
cloth
electricity
machines
magnets
any other subject of
  interest to children

Children at this level have already begun to study the world around them but they have not yet developed the thinking skills necessary to be truly successful in their efforts to understand their natural surroundings. The continuum of development for young children in science is based on the development of basic thinking and problem solving skills. What children think about and what children experience is the content for development of thinking skills.

In general, children will need to explore and manipulate many things in their environment which will arouse their curiosity and interest. This curiosity and interest will then be used by the teacher to develop and extend the child's language, knowledge and thinking abilities.

Activities which aid in the development of the most basic thinking skills, then, need to be included in the kindergarten program. These goal areas are

Observing	Finding differences in physical properties (e.g., color, size, shape, texture) of objects by directly observing and manipulating or changing them
Classifying	Finding likenesses and differences in a collection of objects and grouping according to those that have or do not have a single characteristic (e.g., red, not red)
Predicting	Making predictions based on observation and experiences
Reporting	Describing observations in ways that can be understood by other children and adults

These four areas are the basis for a kindergarten science program. Objectives for children's development will be developed within each of these four areas that will provide a range of abilities in the development of thinking skills.

The following objectives and activities are suggested for implementation in a science program for kindergarten children.

Goal Area – Observation

Continuum of Objectives

1. The child will observe a variety of concrete objects.
2. The child will talk about the observation.
3. The child will use observations to solve problems and draw conclusions.
4. The child will combine parts of previous observations to solve new problems.
5. The child will evaluate his/her observations as he/she makes knowledgeable and thoughtful judgments about the value and purpose of the observations.

Suggested Activities

1. The child will observe and talk about observations with others.

- Following the reading of the book *Round As A Pancake,* the child discusses the objects described in the book.
- As children explore and manipulate a variety of objects from the treasure box which today contains 200 buttons, the children will respond to teacher questions that allow more than one correct answer.
- The children will talk about the doors they observed on their door walk around the block that morning.
- The children will talk about the collection of rocks that was placed in the science center this morning.

2. The child will use observations to solve problems and draw conclusions.

- The child brings objects from home that are round.
- The child is asked to describe an article of clothing that might belong to a set of buttons the child has selected from the treasure box.
- The child dictates to the teacher (or other adult) an experience chart story that describes the best kind of environment for their turtle, based on their observations of the turtle.
- The child will plan and draw a mural to illustrate the different plants and leaves they observed on their walk.
- The child will group rocks that look alike in some way.

3. The child will combine parts of previous observations to solve new problems.

- The children will participate in an Art Center to develop collages containing round objects and shapes using a variety of materials such as yarn, strings, paper, etc.
- The children will match sets of buttons to pictures of clothing.
- The children will develop an appropriate habitat in the classroom for an animal they observed and talked about before.

4. The child will evaluate his/her observations as he/she makes knowledgeable and thoughtful judgments about the value and purpose of the observations.

- The child will discuss his/her collage with an adult. The child will be asked to talk about why she/he selected or designed the collage as she/he did.
- The child is asked why the buttons she/he selected are appropriate for a particular type of clothing.

- The child will talk about his/her block construction with an adult or another child.
- The child will talk about why she/he grouped the rocks as she/he did.
- The children will evaluate how well they built the habitat for the turtle by looking at the chart they developed, and with an adult's help, check to see if they have planned for all the needs of the turtle.

Goal Area – Classification

Continuum of Objectives

1. The child will talk about likenesses and differences in objects and events.
2. The child will group like objects and events.
3. The child will combine previous experience to more precisely group and classify objects or events.
4. The child will evaluate classifications and make knowledgeable and thoughtful judgments about them.

Suggested Activities

1. The child will talk about likenesses and differences in objects and events.

- Using egg carton sections, group a variety of objects from the treasure box (rocks, bottle caps, buttons, leaves, shells, corks, sponges, plastic and metal objects, wood objects, bolts, hinges). The child and teacher (or other child) will discuss why the objects were grouped together.
- Using pictures of animals, clothing and fruit, sort those which are alike and talk about why they are alike.
- Match and talk about pieces of materials which may be grouped by color, design or texture.
- Group children who are alike in one way (e.g., eye color). Have a child who has been asked to close his/her eyes or leave the room, guess why these children are grouped together.
- Group pictures of food (e.g., fruit, meat) and talk about how each group of food is alike.

2. The child will group like objects and events. After discussing similarities and differences, a child will independently group objects that are alike.

3. The child will combine previous experience to more precisely group and classify objects or events. Using activities similar to those listed under objective "1" (see above), the child will be able to group objects together based on finer discrimination of features of each group.

   e.g.: Buttons are grouped together because they are round and silver.

   Pictures of animals are grouped together because they are dogs; they are all long-haired dogs.

4. The child will evaluate classifications and make knowledgeable and thoughtful judgments about them.

- The child will select an item that does not go with the rest of the group (e.g., a wooden cube among a set of rocks).
- The child will make judgments about the work or value of a group (e.g., What can we do with these brushes? Are hinges important to us?).
- The child will be able to group and classify ideas as helpful or not helpful. (While discussing ground rules for behavior at centers today, it is agreed by the children that the idea to let the kitten out of the cage will not be accepted because this would frighten him/her.)

Goal Area – Predicting

Continuum of Objectives

1. The child will state a prediction.

2. The child will state a prediction based upon specific previous experience and discussion.
3. The child will state a prediction based upon a number of previous experiences.
4. The child will evaluate a prediction based upon previous knowledge and experience.

Suggested Activities

1. The child will state a prediction.

- The child will respond to such questions as
  - Do you think it will rain today? Why or why not?
  - Do you think these objects will sink or float? Why or why not?
  - Do you think our kite will fly today? Why or why not?
  - What do you think will happen to this piece of bread if we let it sit on the table all day?
  - What do you think will happen to this piece of ice if we leave it on the patio?

2. The child will state a prediction based on specific previous experience and discussion.

- The child will respond to such questions as
  - Based on your experiment yesterday with floating and sinking objects, which of these objects do you think will float? Why?
  - Based on our discussion of clouds, what kind of weather do you think we will have today? Why?
  - Based on our experience with ice yesterday, what do you think will happen to the ice in this tray if we let it sit outside the refrigerator? Why?

3. The child will state a prediction based on a number of previous experiences.

- The child will respond to such questions as
  - Based on the fact that it is cloudy today and based on the fact that the temperature is below freezing, what kind of weather do you think we will have today?
  - Based on our experience of growing bean seeds and based on what we know plants need to grow, why do you think the farmers had trouble growing crops this summer?

4. The child will evaluate a prediction based on previous knowledge and experience.

- The child will be able to explain why she/he does not agree with a prediction. (John just said he thought this paper clip would float, but you don't think so. Can you tell us why you think it will sink?)
- The child will be able to explain why she/he changed his/her prediction. (First, you said that you thought it would rain today. Then you said it would snow instead. What did you think of that made you change your mind?)

Goal Area — Reporting

Continuum of Objectives

1. The child will be able to recall an experience.
2. The child will be able to talk about or accurately describe an experience.
3. The child will be able to combine a number of experiences and make conclusions about these experiences.
4. The child will be able to evaluate the reporting of an experience.

Suggested Activities

1. The child will be able to recall an experience.

- The child will have opportunities in discussion groups to talk about something that has happened in or out of school.
- The child will participate in creative art activities to recall previous experience (drawing, pantomime, creative movement).

2. The child will be able to accurately describe an experience.

- The child will draw a picture after a walk to recall what she/he saw on the walk.
- The child will participate in developing a wall mural to sequence the things that happened on the walk.
- The child will report to an adult what happened on the walk.
- The child will take snapshots of interesting things that happened during the walk, then describe each picture.
- The child will develop a graph with blocks showing the number of different types of buildings observed during the walk.
- The child will develop a picture book to be developed over time to record changes (e.g., seasonal changes, plant growth).

3. The child will be able to combine a number of experiences and make conclusions about these experiences.

- All of the above activities might be used to respond to the following questions.
  - Based on our field trip to the farm and based on the pictures we have been talking about in class, what kinds of things would you expect to find on a farm?
  - Based on what we have done at the Cooking Center this week, what ingredients can we use to make a salad?
  - What do you think are the most important things we need to remember when we are working at the Woodworking Center, so that nobody will get hurt?

4. The child will be able to evaluate the reporting of an experience.

- The child will be able to add an idea to a written report.
- The child will be able to question an inclusion in the report.
- The child will suggest using another word to describe what happened, as part of developing a report.

Generalizing Knowledge and Skill in Science

Development of a variety of learning centers focused on a skill or topic related to the science program will allow children to use and generalize these skills and knowledge to different settings. In other words, the child will have many different settings, provided by the learning centers, to use and practice new skills and understandings (e.g., The child will use observation skills to sort at the multisensory center, build at the construction center, make a collage at the art center, etc.). The following are suggested as possible content themes for development of science centers.

- Water play table
- Weighing instruments such as a balance scale
- Measuring instruments such as ruler, yardstick, meterstick, or common day objects such as shoes, gloves, hands, which can be used to measure
- Magnets: bar and horseshoe
- Sandtable with scoops, measuring cups
- Treasure box containing a variety of objects

- Touchboxes containing a variety of objects
- Nature items such as: shells, stones, leaves, bark from trees, moss, wood, cocoons, nests, insects
- Compass
- Seeds and bulbs
- Aquarium
- Terrarium
- Hot plate and cooking utensils
- Electric bulbs and battery
- Worn out clock and other items to take apart and put together
- Tape recorder

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INTELLECTUAL DEVELOPMENT
SCIENCE
CURRICULUM RESOURCES

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INTELLECTUAL DEVELOPMENT
SOCIAL STUDIES
CHILD ASSESSMENT CHECKLIST

CHILD ASSESSMENT CHECKLIST: SOCIAL STUDIES

Goal	Social Studies											
Areas	Cooperative Group Living					Cultural Diversity and Heritage			Physical Environment			
Indicators Child's Name	Follows classroom rules	Assumes responsibility for routine tasks	Describes and role plays how family lives together	Participates with others in activity	Identifies groups in the community	Describes events and customs special to own family	Describes events and customs special to other families	Describes needs of all people which are similar to own needs	Labels and describes physical features of community	Discusses use of different physical features	Discusses misuse of land	Discusses how misuse of land can be prevented
1.												
2.												
3.												
4.												

INTELLECTUAL DEVELOPMENT
SOCIAL STUDIES
SUGGESTED ACTIVITIES

Goal: SOCIAL STUDIES

Introduction

Since affective development has been discussed in another section of the handbook, the emphasis in this area of curriculum will be to identify and illustrate knowledge concepts in social studies that are meaningful for the five-year old child. The following goal areas have been identified for social studies.

Cooperative Group Living	Understanding how people cooperatively live and work together.
Cultural Diversity and Heritage	Understanding that people come from many different backgrounds.
Physical Environment	Understanding how physical features of the environment affect what people do.

Because young children's thinking is egocentric, they have great difficulty understanding many concepts in the area of social studies. They see the world from their own point of view and do not understand things that are quite different from their own experience. Involving children in a variety of social studies experiences should help them expand their understanding of time and space. Successful social studies activities will allow children to

- have many real life, first hand experiences with people and places.
- reproduce these experiences in a variety of play and learning activities.
- build and use past experiences and current interests to understand new content about experiences with their immediate environment and eventually the larger world.

Community Involvement

One means of providing children with first-hand experience about their environment is to involve community people (e.g., doctor, fire fighter, police officer, garbage collector, grocer, banker, airplane pilot) directly with the children. Through discussion and direct experience these community people can share their job experiences and travel experiences as well as particular customs that may be unfamiliar to the children. In addition, parents can bring many home experiences into the classroom for use as a base for instruction. Such things as cooking experiences, crafts, music, art and dance that are already familiar to one child may be shared with other children. This will promote a greater understanding of cultural influences on one's life.

Field Trips

Another means of providing children with first hand experiences with their environment is to take a variety of well planned field trips. To insure learning for children, field trips should be planned in three stages.

- Preparation
- Implementation
- Follow-up

Preparation. The teacher should consider a variety of ways to introduce new ideas, new language and new people to the children before they begin a field trip. The teacher may use one or more of the following in preparing a child for the field trip.

- Pictures
- Language activities related to new concepts
- Bulletin boards
- Multimedia (films, filmstrips, records)

A carefully planned introduction greatly increases the meaning of the experience for the child. For example, the teacher is preparing the children for a walk around the block to observe the different kinds of homes people live in. Using a set of pictures, the teacher and children talk about each picture, describing what each house is made of, how many rooms it has, and how it is different from other houses. Following the five to 10 minute discussion, the children are

- Grouped so that about five children are with one adult (parent volunteers in addition to teacher and assistant).
- Asked to dictate to their adult leader how each house looks so that the adult can write down what each child says.
- Told they will talk some more about the houses when they return to the classroom and develop a mural to share with others.

A letter of explanation about the field trip to the parents will serve as an effective school communication, and can serve to involve parents as volunteers in the preparation, implementation, and follow-up phases (Figure 1).

Implementation. Throughout the field trip experience, adults should encourage discussion by children in their small groups. Adults should be available to limit small group size from five to seven students per adult. A low child-adult ratio will also help insure safety of the young children. Permission slips should include information about destination, means of transportation, date and time schedule, lunch arrangements, child's name and parent/guardian signature (Figure 2).

Follow-up. Following the field trip experience, the teacher and children should review concepts and apply understandings the children have gained from the experience. This experience may be worked into several learning centers. For example, following a trip to a farm, building a farm with plastic animals and blocks may be worked into the CONSTRUCTION CENTER. Other activities which may be used as follow-up activities include

- language experience charts
- murals
- making a book
- building with different kinds of blocks
- crafts
- reading
- audio recordings, tapes, recordings
- organizing photographs taken during the experience

Goal Area — Cooperative Group Living

Continuum of Objectives

1. The child will understand that people as individuals and groups have rights which must be respected.
2. The child will assume responsibility for own behavior and demonstrate behavior that contributes to the welfare of the group.
3. The child will develop the concept of family as a community.
4. The child will understand how individuals live together in groups.
5. The child will develop the idea that a community is a group with small contributing groups. The child will name some contributing groups in the community.

Suggested Activities

1. The child will understand that people as individuals and groups have rights which must be respected.
    - Set up cubbies, bins, or shelves to serve as individual storage spaces for children's personal possessions. Designate individual spaces by labeling each space with a picture and/or child's name. Encourage children to store their personal possessions in the space and to respect each other's spaces.
    - Arrange the classroom so that children can find a private space to be alone if they want to be. Talk with children about how this space will be used.

- Talk with children about whether they would like to display something they have made. Respect the decision of the child.

2. The child will assume responsibility for own behavior and demonstrate behavior that contributes to the welfare of the group.
   - Throughout the year discuss and establish with the children basic rules for behavior which will make it more pleasant to work together. The fewer rules, the better. Refer children to these rules occasionally to help them develop appropriate and successful behavior in the classroom.
   - During snack time involve individuals and groups of children in preparing and serving the snack.
   - Ask children to assume responsibility for routine tasks such as watering plants, feeding animals and arranging materials.

3. The child will develop the concept of family as a community.
   - Interact with and observe children as they play in the DRAMATICS CENTER. Pick up cues from the children about their understanding of family roles and living together as a family. Use their cues for planning activities and discussion.
   - During a whole group session talk about who lives in each child's house (e.g., goldfish, cats, dogs, aunt, mother, father, sister, brother). Show and discuss pictures of different families, ranging from those with one parent and one child to those with two parents, grandparents, several

Figure 1

Letter to Parents Requesting Their Assistance

Dear Parent(s):

Tuesday morning, October 18th at 10:00 a.m., your child will take a walk around the block of the school to observe and talk about houses people live in. We need parent volunteers at that time to take small groups (5-7) of children on the walk. I will need to meet with these parents to talk about the procedures for this walk at 9:00 a.m. that same morning.

Please send the bottom portion of this note to school with your child if you can be with us on the 18th. Thank you.

- -

Name ________________________ can assist with the walk Tuesday morning, October 18th. I will meet with you at 9:00 a.m. that morning.

Figure 2

Sample Permission Slip

________________________ has my permission to go on the class field trip to
child's name
________________________________. I understand they will be leaving school
destination
at ____________ and returning at ____________ on ______________________,
time time date
and that they will be transported by ________________. Lunch* will be provided by
car, bus
________________________.
from home, school cafeteria

**If federal lunches are provided for any students, they must still be provided to the students regardless if a field trip has been planned.*

children and pets. Ask such questions as, "What makes a family?" "Why do we live in families?". The teacher or assistant may wish to record the language of children from such a session to display later or to be illustrated.

- Read books about a variety of families. Discuss the characteristics of these families with the children.
- Have children draw pictures of their families. Label the members of the family for the children.

4. The child will understand how individuals live together in groups.
    - Discuss with the children how each member of the class is dependent upon other members to keep the classroom clean, keep the noise level such that others can hear each other speak, help keep materials and equipment organized at a designated place.
    - Take a walk with children to observe and use traffic signs. Discuss how these signs help us to live with other members of the community.
    - Implement a scavenger hunt in which small groups of children have to work together to find a list of items. Discuss how members of each group help each other.

5. The child will develop the idea that a community is a group with small contributing groups. The child will name some contributing groups in the community.
    - Visit members of the community and talk about how they help other community members to live better together (e.g., store owner, fire fighter, police officer, farmer, dentist).
    - Set up dramatic play area so groups of children can role play community members as they live in a community.
    - Have children develop books, murals, individual pictures describing the function of community members.

Goal Area – Cultural Diversity and Heritage

Continuum of Objectives

1. The child will describe special events and customs in own family.
2. The child will describe special events and customs in families other than own.
3. The child will accept the fact that although people may live, dress, speak and eat differently, they all have needs similar to own.

Suggested Activities

1. The child will describe special events and customs in own family.
    - During whole group time give individual children opportunities to talk about special happenings in their family. Incorporate this information into daily newspapers or experience charts (e.g., Yesterday Maria's grandmother came to visit from Mexico. She brought Maria a pinata.).
    - Encourage children to talk about the food they eat at home. "What is your favorite food?" "Do you know how it is made?" Incorporate these discussions into cooking and eating experiences at school. Invite parents to work at the COOKING CENTER to introduce and make special recipes for the children.
    - Encourage children to share pictures of their family celebrating a special occasion. Allow children to talk about or dictate descriptions of what is happening in the pictures. Make a special display of these pictures in the classroom.

2. The child will talk about and describe special events in families other than own.
    - Read stories about children who come from different backgrounds than most of the children in the class. Discuss with the group how these children live differently and how these children live like they do.

- Develop a class scrapbook with pictures of children celebrating events in special ways.
- Listen to records and sing songs related to a variety of cultural holidays.
- Show filmstrips and films depicting the celebration of a variety of cultural events.

3. The child will accept the fact that although people may live, dress, speak and eat differently, they all have similar needs to own.
   - Show pictures of a variety of people who live in the immediate community (e.g., young and old, tall and short, fat and skinny, black and white, poor and rich). Raise questions as "How are all these people different from one another?" "Even though these people are different from one another, how are they alike?".
   - Develop a class mural depicting people who come from different backgrounds, but have similar needs. The mural might be divided into three or four sections titled "All People Need."
   - When reading about, listening to or talking about famous people (e.g., Abraham Lincoln, Martin Luther King, Betsy Ross), talk about how these very famous people are like each of us.

Goal Area – Physical Environment

Continuum of Objectives

1. The child will be able to label and describe physical features in the community (e.g., hill, mountain, field, meadow, valley, beach, river).
2. The child will be able to talk about how people use different physical areas of the community.
3. The child will be able to talk about how people misuse certain land areas in the community and how to prevent these misuses of the environment.

Suggested Activities

1. The child will be able to label and describe physical features in the community.
   - As children share experiences they have outside of school with the class, encourage children to describe the locations they have been to, such as a mountain, a stream, a beach.
   - Allow children to photograph and bring photographs of land features that they have visited or that are in the neighborhood. Have them dictate some sentences to describe each photograph. Display the photographs with the dictation in the classroom.
   - Make books using photographs, drawings, or cut-out pictures of land features. Have children dictate a label and description for each picture.

2. The child will be able to talk about how people use different physical areas of the community.
   - Take children to observe a land feature such as a lake, a meadow, or a forest. Ask the children what they would like to do in the area. What do other people do in this area?
   - Visit a road construction site to observe such things as removal of a hill or scraping for a road surface.
   - On a teacher-outlined terrain mural of mountains, rivers, valleys, lakes and forests, have children add roads, bridges, tunnels and houses to show how people change these physical environments.

3. The child will be able to talk about how people misuse certain land areas in the community and how to prevent these misuses of the environment.
   - Take a walk to a polluted stream. Ask questions such as, "Why can't we drink this water?" "What makes the water unsafe to drink?" "How can we help keep our rivers clean?"

- On a smoggy morning talk about how the air outside feels and looks. What causes smog? How can people in the community help eliminate smog?
- Take a ride or walk to a park. Talk about the sounds, smells, looks of the park. Ask questions such as, "Why is it so quiet in the park?" "What do you hear?" "What smells do you smell?".

Generalizing Knowledge and Skill in Social Studies

Social studies concepts are integrated into all aspects of our lives. In the classroom, social studies concepts should be integrated into all learning centers. The following examples reflect this multidisciplinary activity approach.

- Periodically introduce career boxes containing a few role playing props into the HOUSEKEEPING CENTER.
- Set up a grocery store using a cash register, empty boxes, empty cans, grocery bags, and an "open" sign in the MATH CENTER.
- Let a child record directions on how to get between two specific points, or report vital location information for a fire at a neighbor's house in the LANGUAGE ARTS CENTER.
- Have the children cut out pictures of people working and people playing from magazines in the ART CENTER.
- Make a pizza in the COOKING CENTER.

Many resources will undoubtedly be needed to extend social studies activities into your learning centers. The following materials would be appropriate to include in these centers.

- dress-up clothes
- career boxes for waitress, construction worker, carpenter, nurse, police officer, teacher, fire fighter, airplane pilot
- picture file of people and places
- magazines for cutting
- collage materials art box
- books about young children in various cultures and socio-economic settings

INTELLECTUAL DEVELOPMENT
SOCIAL STUDIES
CURRICULUM RESOURCES

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INTELLECTUAL DEVELOPMENT
PROGRAM EVALUATION CHECKLIST

Program Evaluation – Intellectual Development

	Yes	No	Sometimes	Notes
Continuum of Objectives				
1. A continuum of objectives in the Intellectual Area of development is used to				
A. Assess individual child growth and need.				
B. Select and plan classroom activity.				
Classroom Activity				
2. Specific learning activities have been planned in the Intellectual Areas of				
A. Communication Arts				
B. Science				
C. Social Studies				
D. Numbers				
E. Creative Arts				
3. Classroom activities place emphasis on development of information and concepts (PRODUCT) as well as on the ability to think about this knowledge in a variety of ways (PROCESS).				
A. Expectations for learning specific understandings or skills are communicated to children.				
B. Children are encouraged to raise questions.				
C. Children are encouraged to plan strategies for learning.				
D. Teacher records information about HOW a child learned as well as WHAT a child learned.				
4. Classroom activities provide for the integration of learning and development to take place and				
A. All areas of development (physical, affective, intellectual) are considered while planning activities.				
B. A variety of activity options and materials related to a center theme are available at each center.				
Learning Environment				
5. A wide array of activities are available for children.				

	Yes	No	Sometimes	Notes
6. Organization of the learning environment motivates children to				
A. Actively participate with materials and people.				
B. Use all of their senses to explore and learn.				
C. Extend ability to talk about and describe experience in a variety of ways.				
D. Develop strategies for exploring and discovering new concepts and understandings.				
E. Deal with one concept or skill in a number of different settings.				
F. Raise questions to clarify and extend experience.				
7. Children's interests and work are continually displayed around the room.				

WORKING WITH PARENTS
OVERVIEW

Overview

During the 12 months following kindergarten entrance, the child spends 500 hours in the half-day kindergarten program. Nine times as many waking hours are spent under the supervision of the parents, baby-sitter, older siblings, relatives, day care workers or television. When collaboration exists between teacher and parent, the impact of kindergarten is likely to be significant; when there is ignorance about the school's objectives and activities, or about the home's values and activities, this brief experience may have minimal significance. Clear communication and mutual understanding between teacher and parent will enhance the program's effect on the child.

Importance of Parent Involvement at the Kindergarten Level

Obviously, kindergarten may be the child's first contact with an educational program, certainly with "real" school. Consequently, this is a time of some anxiety for the parent, the child and even the teacher. No matter how impoverished, overwhelmed, insecure or ambivalent, most parents want their children to do well in school. It may appear that the parents who want to be involved are those who cause the greatest problems for their children.

The teacher's primary responsibility is to teach children, not parents. However, devoting some energy to helping parents develop their skill and confidence as their child's home teacher is likely to have both immediate and long-term benefits for that child and for younger siblings.

A Word of Caution

One surely will not be equally effective with every parent. All parents probably will not attend each parent meeting, every open house or all field trips. One can only begin with a small cadre of parents and then expand the program as more parents become hooked, and as one's own skills grow.

Setting the Stage for Parent Involvement

Parent involvement begins with the school's first contact with the parent. Parent participation can be encouraged or discouraged during these early contacts. Impress on parents the importance their behavior plays in what their child learns. Many parents are unaware that in their informal interactions with the child they are actually teaching. Make sure parents feel they still play a very important role in their child's learning, even though the child is enrolled in a classroom program.

Administration of the assessment and screening tests is another of these important early contacts. Since screening instruments will be closely related to program objectives, it may be helpful for parents to observe the testing session. Parents can be briefed about how they are to behave during testing. In a subsequent feedback session, discuss how to teach for underlying processes rather than the test item.

In planning a successful parent involvement program, remember some basic principles.

- For any group of parents, a variety of activities should be available. Different parents have varied needs and interests. A teacher working cooperatively with colleagues in the school can increase the variety of activities available.
- An assessment of parents' needs and interests must be conducted if activities are to reflect parent preferences. Schools, alone, cannot decide what parents need.
- Differing degrees of support may be required to enlist the participation of individual parents. For example, single parents with very young children and without an automobile may require baby-sitting and transportation services. Without such logistical support, their participation might be impossible.
- Location of parent involvement activities should be determined by the preferences and circumstances of the parents. Homes, community centers and churches, as well as the school, could be used.

- An on-going parent involvement program will have to accommodate shifts in parent interest, need and competency. Parents, like children, develop and change. Thus, programs will have to adapt to these changes.
- Reinforcement for parent participation will need to be an integral part of the program. Certificates of appreciation, luncheons, dinners, trading stamps, door prizes donated by local merchants and smocks for regular volunteers are ways of recognizing regular participation. These could be financed by the school PTA.
- Each teacher must think realistically about the types of parental involvement activities which can be implemented in the classroom. Parent conferences, parent meetings and open houses are basic and essential for any classroom. One teacher working alone can probably implement only one additional activity, such as training classroom volunteers, helping parents learn to use home-teaching activities or helping organize discussion groups. However, if two or three teachers agree to collaborate, additional options could be offered.
- The purpose of each of the parent involvement activities must be sharply focused and clearly communicated to the parents. Coming to hear a speaker talk about how to get your child ready for first grade may be less clearly focused than what a parent can do to help children learn to read.

Conducting the Needs Assessment

A brief, one-page questionnaire can outline basic home-school communication activities (conferences, meetings) that parents can expect and it can determine the concerns, preferences, interests and needs of this parent group. It would be well to use such a questionnaire at the beginning of the year and at mid-year to assess changes in parent preferences and interests.

FIGURE 3
Parent Questionnaire
(Need Assessment)

As your child's teacher, I plan to work closely with you to insure that your child gains the most from kindergarten. When the parent and teacher work together, the child seems to feel that important adults care and consequently becomes more interested in learning and in school. I want you to know how your child is doing in school and how you can help him/her continue to learn at home. I also want to know about what you see your child doing and learning at home. If we can share this information, your child will benefit. Some activities have been designed so we can exchange this information.

We will have three ½ hour parent conferences during the year, in November, February and May. If at all possible, these will be scheduled at school. Monthly classroom meetings will be held on the third Wednesday of each month, except for December and June. At most of these, we will be talking in general about what the class is learning and how you can reinforce this learning at home. Topics which interest you may be scheduled for discussion at these meetings. I hope that some of you will agree to serve on a parent committee to work with me to plan these meetings.

We have found that much more can be accomplished during the year if parents volunteer to help on some tasks. Please check any of the following activities with which you can help.

______ 1. Volunteering in classroom for one session each week as a regular volunteer.
______ 2. Volunteering occasionally to share one activity with the children.
______ 3. Accompanying class on field trips.
______ 4. Preparing learning materials for the classroom.
______ 5. Serving as a bus aide.
______ 6. Assisting the school nurse, librarian, reading specialist or resource teacher.
______ 7. Participating in a short series (four meetings) of discussion groups of parents, scheduled at the convenience of the group. (Topics would be decided by the group but could focus on child-rearing problems, discipline, communicating with your child or working with your spouse to establish joint child-rearing strategies.)

______ 8. Learning how to use specific learning activities with your child at home.
______ 9. Serving on classroom parent committee (two parents needed).*

** If many parents have volunteered, an election may be required to select the parent committee.*

What kinds of special skills do you have? This is a good way for us to share the child's culture and family with others in the class.

______ 1. Sewing
______ 2. Cooking
______ 3. Woodworking & construction
______ 4. Plumbing
______ 5. Auto mechanics
______ 6. Playing a musical instrument
______ 7. Painting/sculpture
______ 8. Canning/preserving foods
______ 9. Farming/gardening
______ 10. Weaving, quilting, crocheting
______ 11. Basket weaving
______ 12. Jewelry making
______ 13. Curing and smoking meats
______ 14. Other crafts (please describe)

Please indicate your cultural heritage.[1]

______ 1. African
______ 2. Cuban
______ 3. Mexican
______ 4. French
______ 5. Scotch-Irish
______ 6. German
______ 7. Southern Mountain
______ 8. Vietnamese
______ 9. Chinese
______ 10. Native American (please indicate tribe) ______________
______ 11. Japanese
______ 12. Other (please indicate) ______________
______ 13. No specific ethnic/cultural group

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[1] If this inquiry is presented properly, most parents will support the school's effort to develop curriculum which reflects the wide cultural variation in the community and the world.

WORKING WITH PARENTS
STRATEGIES FOR INCREASING HOME-SCHOOL COMMUNICATION

Open channels of communication are essential to sound teacher/parent relations. Parents expect a warning before a major problem is encountered. They also want to know about the successes. Certainly, some parents are more difficult to reach than others. A variety of strategies will need to be considered.

- A school conference
- A home visit
- Telephone call
- Contact by the pupil personnel service workers
- An evening or weekend conference

One fundamental principle should guide our behavior.

> *It is the classroom teacher's responsibility to exchange information with parents about children's progress.*

Parent Conferences

The individual parent-teacher conference is probably the most effective way that teachers and parents have found to share information. To conserve teacher time, these are usually conducted at school, although an occasional home visit may need to be made. For either, good preparation will insure a successful conference.

Preparation

The teacher will want to collect, analyze and summarize information about the child's functioning with respect to program objectives. Use and study anecdotal records, checklists, norm-referenced and criterion-referenced tests you have available then decide what is the most relevant and important information to share. Problem areas should be presented concisely. Discuss emergent skills and achievements, areas where the parent can most easily provide help to the child and can readily see progress.

The conference should be conducted at a place and time convenient to both teacher and parent. If a home visit is planned, parents should be asked to reserve this time exclusively for the teacher with no distractions from neighbors, relatives or salespersons. The conference should be scheduled well in advance, with a reminder note or phone call prior to the conference.

Conducting the Conference

1. Establish rapport. Describe a humorous incident in the classroom.
2. Start by telling the good news. The child's progress, what she/he has learned.
3. Present problem areas concisely.
4. Wait at each point for parent comment.
5. Listen to how they see the child's strengths and problems. Acknowledge that you hear this.
6. Consider a plan of action and commit yourselves to it.
7. Set a time for follow-up evaluation.
8. Summarize the major points of the conference.

Parent Meetings

Group meetings provide a sound strategy for sharing similar information with many people at once. Such meetings can promote peer support systems or social networks in the parent group. As parents come to know and trust one another, support for the development and maintenance of more appropriate parenting behavior can be established. Programs like Alcoholics Anonymous, Parents Anonymous and Weight Watchers have exploited this principle to effect and maintain dramatic changes in behavior. Surely schools can use the same principle to help parents become more effective facilitators of their children's development.

Topics for meetings might include the following.

- The program goals and objectives
- Buying safe, durable Christmas toys
- How to avoid your child becoming a fat adult
- Living sanely with your children

Newsletters

In a one page monthly newsbrief, a variety of information can be provided and events described.

- Field trips
- Class visits by community people
- Class projects or visits
- Community events
- Home activities other parents have tried successfully
- Stories relating individual children's experiences
- Summaries of newspaper and magazine articles on health, nutrition or child rearing

Initially, the teacher may have to function as editor. Later a parent could be asked to assemble it. A short newsletter is more likely to be produced and read. Later it might be expanded, as parents are convinced of its utility.

Training Parents as Classroom Volunteers

Training parents as classroom aides and home teachers is a principal way to work with and through parents. When parents become skillful in implementing classroom learning activities we have increased children's instructional time.

Early childhood programs that have systematically trained parents as teachers of their children have produced consistent academic gains for the children. The success of these parent training programs with carefully outlined training objectives and closely monitored training activities has been revealed in study after study. A successful volunteer program, however, requires careful planning by the teacher. Volunteer programs fail when teachers lack confidence in leading parents or when parents feel threatened or unchallenged.

The teacher should assess and match the level of each parent's skill to the assigned task. The range of entering skill usually will be large. Think of the range of specific tasks with which they might provide assistance.

- Reading stories to children
- Transcribing dictated stories
- Participating in dramatic play with children
- Working with children in the construction or block center
- Working in the cooking center to help children prepare special snacks or lunch items
- Sharing their specialty with the children through some joint activity like construction of a brick bench on the playground
- Working in the manipulative materials area
- Helping children at the measurement and weight table to compare relative weights, lengths and widths of objects

Once the parent and teacher have identified the specific task that matches the parent's skill level, training sessions to help the parent perform this task effectively can be devised.

Such training sessions should be brief and convenient. Make sure to discuss managing children's behavior, perhaps as follows.

- State the behavior expected in **positive** terms.

  Instead of saying "Don't throw paint on Jeffrey," say "Tommy, we paint on the paper. If you cannot use the paints properly you will have to select another activity."

- **Praise** children who conform to these behavioral expectations and **name** their appropriate behavior.

  "Look at Sarah. She really knows how to use paints (praise). She dips her paint brush in the jar, wipes off the excess and then paints on the paper" (naming the behavior).

- When minor disruptions occur, **intervene** quietly but firmly by touching, establishing eye contact with the disruptive child and refocusing attention on the task by asking a question or giving a direction.

  "Tommy let's move your paper and paints on this counter top so you can finish your racing car more easily."

Assure parents that you will be in the room and will give them support and help if needed. Ground rules for child behavior also should be outlined.

- We use normal and quiet voices inside.
- We walk in the classroom and in the halls.
- We work and play without hitting other people or throwing things at them.
- When children are working individually with a material or game, it is theirs until they put it back (unless they give you permission to work with them).

Another problem must be anticipated. What will be the effect of the parent's presence on the child? If separations from the parent have been difficult, one might predict that the parent's presence might renew this dependency. However, if separation is not problematic, the parent's visit to the classroom will cause transitory or little change in the child's behavior.

Some children will have greater difficulty sharing their parent than will others. Similarly, some parents can check their ego-involvement with their child and permit the child to be outside their scrutiny. Parents may need support and guidance in how to assure their child of their affection and love, and yet encourage him/her to work alone or with peers. Inviting the parents of particularly dependent children may help the child work through these feelings.

Specify the teaching behavior required for each task that the teacher wants parents to supervise. Once outlined, techniques like demonstration, role play and discussion can be used to help parents acquire these. As an example, parents might be trained to exhibit the following behavior during story reading.

- Holding the book so all children can see the pictures
- Changing the pitch, speed, loudness of the voice appropriate to story events and child interest
- Telling the story largely from memory
- Asking recall and inference questions about the events and illustrations in the book
- Praising children for appropriate behavior and naming that behavior

Such a list will guide the teacher as she/he models and selectively reinforces particular behavior during the training sessions. The list could be given to the parents to help guide their own behavior.

Other training techniques might be

- use of role play; any initial discomfort may be overcome by discussing how simulation/rehearsal enable us to try out and practice new behavior.
- have parents observe the aide working with children as you point out key elements in the interaction.
- use selected filmstrip/cassettes to discuss how children use materials or how a teacher might teach a specific concept. You might construct them yourself; they are relatively inexpensive and require little technical skill.
- selected journal articles from *Young Children, Childhood Education, Day Care and Early Education* and *The Early Years* which outline basic strategies for working with young children in cooking, dramatic play, construction and other activities. Attach introductory questions to orient the parents to key content and include a summary to review these key principles.

Training Parents as Home Teachers

Enhancing the quality of interaction between parent and child is a worthy goal. Extensive research about parent-child interaction suggests that parents teach their children informally. Several parent-focused early childhood programs use basic individual or group consultation strategies. The individual consultation models generally use the home visit in which a parent educator demonstrates learning activities and materials to the parent. In a group consultation model, small groups of parents meet weekly to discuss how to use training materials with their children.

Time limitations may force the classroom teacher to use a group consultation approach simply because it is more efficient. Certainly a possible alternative involves full-time teachers working with children during the morning session and then working with the parents in the afternoons, evenings and on weekends. Several other strategies might be used.

A Toy Lending Library

In this strategy, commercial toys, games and books have been selected to help children master specific physical, intellectual and affective skills. The parent learns alternate uses of these materials in order to most effectively meet the child's particular developmental level. One toy is checked out a time. Such a program might operate as a part of the school library or in the kindergarten classroom. Puzzles, lotto games, lego, tinker toys, cuisinaire rods, table blocks and pan balance with weights might be available for borrowing.

A Parent Workroom

Obviously, many commercially available materials could be home made. Several recent books provide parents with guidelines for making and using such materials; some of these are listed in the curriculum resources section.

In this parent workroom, "found" materials, such as coffee cans, egg cartons, TV dinner plates, poster paper, construction paper, glue and string could be available. Directions for making home learning games would also be provided. The librarian and the parent assistant could help parents select an appropriate learning game to make for their child.

Home Learning Episodes

Learning episodes could be distributed weekly to parents who would be encouraged to keep them in a looseleaf binder. Each episode might follow a similar format. Activities designed for physical, intellectual or affective development could be mimeographed on paper of the same color. The classroom teacher would probably prepare these. These might encourage parents to maximize the learning opportunities in their usual household routines of laundry, cooking, doing yardwork and washing the car. The following might be one such activity.

> **Doing laundry.** Help your children learn while they help you with the laundry. Have them help sort the clothes. Talk about why you make the different piles and why a piece belongs to each pile: lights vs. darks, delicate vs. heavy-duty. "This is the white pile and this is the dark pile. You can put your clothes in the piles they belong. That's right, your T-shirt goes with the whites; your jeans go with the dark clothes. Good thinking." Afterwards discuss sorting the clothes, loading the washer, starting the machine, adding detergent, drying the clothes, folding them and putting them away. This can help your child learn to order events in time. Make this usual chore fun for both of you. Talk about what you are doing.

Parent Discussion Groups

Discussion groups provide effective and flexible means for parents to acquire more information about a variety of subjects. Auerbach's *Parents Learn Through Discussion* is a thorough guide for acquiring guest speakers and conducting such discussion groups. To be successful, consider the following.

- Select clearly focused topics
- Select knowledgeable speakers

- Plan time and location of meetings in keeping with parents' preferences
- Plan a short series of meetings rather than a long series
- Provide for babysitting/transportation where needed

A real danger presents itself in any parent involvement program when the same parents are involved in all aspects of the program. This easily causes parent "burn out." The classroom teacher will have to help the participants make realistic commitments without overburdening any one parent.

Tailoring the Program to Different Populations

Too often, parent involvement means mother involvement. The planned activities often do not reflect the interests or skills of fathers. Teachers who make concerted efforts to support paternal involvement and provide a male flavor to some involvement activities are more likely to foster father involvement. Some discussion groups might be organized just for men. They might discuss the father's role in the child's development using local psychiatrists, pediatricians, psychologists or educators. Some programs have involved fathers to work nights where furniture has been repaired, painted, classrooms rearranged or playground equipment constructed. Certainly fathers and mothers ought to be involved in similar types of activities; however, same sex meetings might encourage reluctant fathers to join in.

Working Parents

Usually they can participate only in evening or weekend activities. Many of the types of involvement activities that have been discussed could easily occur at those times. It is possible that some working parents may have flexible schedules that would allow them to visit the classrooms once a month. Grandparents may have considerably more free time than do the children's parents. Likewise, parents, aunts, uncles and cousins of the child, especially those retired, could provide assistance in the classroom.

Minority Parents

Cuban-Americans, Native Americans, Vietnamese-Americans and some Black-Americans may have a culture different from that of the school. Value clarification exercises used in parent meetings and parent discussion groups may help the teacher and the parents to understand these differences and similarities. Many minority parents are concerned that their children develop basic skills but also want them to develop a healthy self-respect regarding their family culture and that of others. Where the teacher makes a concerted effort to find out about the culture of all of the children in the classroom (their values, customs, recreational activities, celebrations, music and language) and where she/he systematically incorporates it in the curriculum, minority and majority parents are likely to feel welcome and supportive of the school's program.

The Role of the Administrator in Parent Involvement

The discussion has focused thus far on the classroom teacher's role in working with parents. Certainly this role is central but the classroom teacher does not possess total responsibility for these activities. If a parent involvement program is to be effective, it cannot be confined to one classroom or to one grade level in the school. If the principal supports the kindergarten teacher's efforts much more can be achieved; a coordinated, continuous, more diversified parent involvement program can be constructed. Other auxilliary personnel in the school may wish to devote part of their time to this effort. Elementary school counselors, social workers, school psychologists, nurses, communication specialists and librarians have skill and training needed in an effective, diversified and coordinated parent involvement program.

WORKING WITH PARENTS
EVALUATION

Professional educators want to know if their programs work. Obviously, the types of effectiveness to be assessed will determine how the program is evaluated. The most pertinent questions follow.

- Are parents involved in the school program? Do they participate in these activities?
- Are the activities in which they participate helpful to them?
- Do they know the specific objectives of the school and the classroom in which their child is enrolled?
- Can they tell you what activities they do at home that support the same types of skills the classroom teacher is attempting to develop?
- Are they able to design a more effective home learning environment?

The most direct measure is attendance at the various parent involvement discussion groups, class meetings, parent-teacher conferences and meetings with the librarian. Attendance records are easy to maintain and are powerful indicators of the extent to which the program has developed parent participation.

Questionnaires might be used to ask parents to identify the classroom objectives and to describe a learning activity (home-based or classroom-based). Parents could be asked to rate each of the activities on a five-point scale according to quality of content and efficiency of implementation. Several questionnaires and checklists are available to assess changes in the quality of the home learning environment.

Unfortunately, many educators have unrealistic expectations for parent involvement programs. Some assume that they are the panacea for assuring all youngsters' school success. Sharing information with parents about children's progress, about how parents can foster home learning, and about how they can help at school certainly will increase the benefits children receive from schooling. Most parents want this involvement, but involving parents is hard work. It is not successful with every parent. Nevertheless, modest beginnings which reflect parent's interest and which are skillfully carried out can help boost children's learning.

WORKING WITH PARENTS
RESOURCES

Books for Parents of Young Children

Bell, T. H. *Active Parent Concern: A New Home Guide to Help Your Child Do Better in School.* Englewood Cliffs, N.J.: Prentice Hall, 1976.

Brazelton, T. Berry. *Infants and Mothers.* New York: Delacorte, 1974.

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Chess, S., Thomas, A. and Birch, H. G. *Your Child is a Person.* New York: Viking Press, 1965.

Dodson, F. *How to Parent.* Los Angeles: Nash Publishing, 1970.

Dodson, F. *How to Father.* Los Angeles: Nash Publishing.

Elkind, D. *A Sympathetic Understanding of the Child: Birth to Sixteen.* Boston: Allyn and Baron, 1974.

Gordon, I. *Baby Learning through Baby Play.* New York: St. Martin's Press, 1970.

Gordon, I. J., et. al. *Child Learning through Child Play.* New York: St. Martin's Press, 1972.

Painter, G. *Teach Your Baby.* New York: Simon and Schuster.

Guides to Parent Involvement

Bennett, L. M. and Henson, O. *Keeping in Touch with Parents: Teacher's Best Friends.* Austin, Texas: Learning Concepts, 1977.

Honig, A. *Parent Involvement in Early Childhood Education.* Washington, D. C.: National Association for the Education of Young Children, 1968.

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Pickarts, E. and Fargo, J. *Parent Education: Toward Parental Competence.* New York: Appleton-Century-Crofts, 1971.

Stevens, J. H., Jr. and King, E. W. *Administering Early Childhood Education Programs.* Boston: Little, Brown, Inc., 1976. (Chapters 9 and 10).

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Day, M. and Parker, R. *The Preschool in Action.* Second edition. Boston: Allyn and Bacon, 1977.

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Giesy, R. *A Guide for Home Visitors.* Nashville, Tennessee: Demonstration and Research Center for Early Education, 1970.

Gordon, I. J. and Breivogel, W. F. *Building Effective Home-School Relationships.* Boston: Allyn and Bacon, 1976.

Levenstein, P. *Toy Demonstrator's "Visit" Handbook.* Mineola, N. Y.: Family Service Association of Nassau County, 1969. ERIC ED 059 788.

Levenstein, P., Adelman, H. and Kochman, A. *Verbal Interaction Project: Manual for the Replication of the Mother-Child Home Program.* Mineola, N. Y.: Family Service Association of Nassau County, 1971. ERIC ED 059 790.

Lillie, D. L., Trohanis, P. L. and Goin, K. W. (eds.) *Teaching Parents to Teach: A Guide for Working with the Special Child.* New York: Walker and Company, 1976.

Training Parent Volunteers

Brock, H. C. *Parent Volunteer Programs in Early Childhood Education.* Hamden, Conn.: Linnett Books, 1976.

McManama, J. *An Effective Program for Teacher-Aid Training.* West Nyack, N. Y.: Parker Publishing Company, 1972.

Miller, B. L. and Wilmshurst, A. L. *Parents and Volunteers in the Classroom: A Handbook for Teachers.* San Francisco: R and E Research Associates, 1975.

Guides to Parent Discussion Groups

Auerbach, A. B. *Parents Learn through Discussion: Principles and Practices of Parent Group Education.* New York: John Wiley, 1968.

Dinkmeyer, D. and McKay, G. G. *Systematic Training for Effective Parenting.* Circle Pines, Minn.: American Guidance Services, 1977.

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Dudzinski, D. and Peters, D. L. Home Based Programs: A Growing Alternative. *Child Care Quarterly,* 1977, 6, 61-71.

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Hess, R. Effectiveness of Home Based Early Education Programs. In L. Katz (ed.) *Current Topics in Early Childhood Education. Volume II.* Norwood, N. J.: Ablex Publishing Co., in press.

Lazar, J. B. and Chapman, J. E. *A Review of the Present Status and Future Research Needs of Programs to Develop Parenting Skills.* Washington, D. C.: Social Research Group, George Washington University, 1972.

Stevens, J. H., Jr.: Parent Education Programs: What Determines Effectiveness? *Young Children.* 1978, 33 (4).

White, S. H. et. al. *Federal Programs for Young Children: Review and Recommendation. Volumes I, II, and III.* Cambridge, Massachusetts: Huron Institute, 1973. DHEW Publication No. (S) 74-101.

Research on Parent-Child Relations

Clarke-Stewart, A. *Child Care in the Family: A Review of Research and Some Propositions for Policy.* New York: Academic Press, 1977.

Martin, B. Parent-Child Relations. In F. Horowitz, E. M. Hetherington, S. Scarr-Salapatek and G. M. Siegel (eds.) *Review of Child Development Research.* Volume IV. Chicago: University of Chicago Press, 1975.

Stevens, J. H., Jr. and Mathews (eds.) *Mother/Child, Father/Child Relationships.* Washington, D. C.: National Association for the Education of Young Children, 1978.

Streissguth, A. P. & Bee, H. Mother-Child Interactions and Cognitive Development in Children. In W. W. Hartup (ed.) *The Young Child: Reviews of Research.* Volume II. Washington, D. C.: National Association for the Education of Young Children, 1972.

WORKING WITH PARENTS
PROGRAM EVALUATION CHECKLIST

	Yes	Frequency	No. of Families Contacted in this Manner				No	Notes
			First Quarter	Second Quarter	Third Quarter	Fourth Quarter		
Sharing Information								
1. Information is shared between home and school in the following ways								
A. Individual parent conferences								
B. Classroom-level parent meetings								
C. Telephone calls								
D. Home visits								
E. Mini-conferences when child is dropped off or picked up								
F. Notes								
G. Newsletters								
H. Schoolwide parent meetings								
2. The following information and issues are discussed with individual parents								
A. A statement in plain language about the child's level of functioning								
B. The learning goals (long-range and short-range) for their child								
C. The specific classroom strategies used to realize these goals								
D. The timeline in which these goals will be achieved and progress reassessed								
E. The parent's view of the child's level of development								
F. The parent's view of appropriate goals and strategies for the child								
G. Activities the parents can implement to achieve desired goals								
H. Assessment of progress made toward specified goals and setting of new goals								

			No. of Families Contacted in this Manner					
	Yes	Frequency	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	No	Notes
3. The following information is shared with all the parents in the classroom								
A. The general goals and curriculum for the children								
B. The general progress children are making toward the goals								
C. Specific activities implemented to achieve particular goals								
D. Evaluation procedures used in the classroom								
4. The following information is sought from parents								
A. Ways in which the program can be made more appropriate to the culture and lifestyle of the children								
B. Assessment of what the children are learning								
C. Parents' goals for children								
D. Parents' view of the appropriateness of the curriculum for their children in terms of parents' objectives								
E. The types of parent involvement activities in which they would like to participate								
F. The effectiveness of the parent involvement activities in which they participate								
Classroom Activities								
5. Parents visit in the classroom at their convenience								
6. Parents accompany children on field trips								
7. Parents regularly work in the classroom as teaching assistants								
8. Parents occasionally work in the classroom as teaching assistants								
9. Parents volunteer their help in other aspects of the school program (List different roles parents perform.)								

	Yes	Frequency	No. of Families Contacted in this Manner				No	Notes
			First Quarter	Second Quarter	Third Quarter	Fourth Quarter		
Parent Meetings								
10. Regular meetings are held with parents to help them interact more effectively with their children at home								
11. Occasional meetings are held with parents to help them interact more effectively with their children at home								
12. Discussion or study groups are held regularly to help parents acquire relevant child-rearing information on selected topics, e.g., discipline, nutrition, health								
13. Parents volunteer their help in other aspects of the school program (List different roles parents perform)								
14. Parents help to plan the activities which involve them and in which they participate								
15. Parents participate in advisory groups which consider the following.								
A. Budget								
B. Curriculum								
C. Program evaluation								
D. Personnel								
E. Supportive services (i.e., health services, social services, psychological services)								
F. Other (specify)								
16. Social events (breakfasts, dinners, picnics) are held for parents, children and teachers								

ASSESSING CHILD GROWTH
OVERVIEW

Introduction

A model assessment plan for kindergarten in Georgia is outlined in this chapter. "Model" implies that this chapter is a guide to teachers and other personnel in school systems. The model does not dictate how a teacher or school system should conduct assessment, but rather, it intends to help kindergarten teachers and school systems evaluate their assessment plans. The chapter contains recommendations if revisions are necessary. The term assessment, as used in this document, involves two components – screening and on-going evaluation of student progress. Each component uses different instruments and recommends different procedures. The purpose and target population for each component is given in Table 7.

TABLE 7

A Comparison of Assessment Components in the Model Assessment Plan

	Screening	On-going Evaluation
Purpose	To provide quick and reasonably accurate information on developmental and medical history. To identify children who need comprehensive diagnostic evaluation.	To provide accurate on-going information on the degree to which each child is mastering program goals, for the purpose of planning individualized educational activities.
Population	All children in a school district who are eligible by age criteria for kindergarten.	All children in the kindergarten program.
When	Prior to school entry.	Continuously in an educational program.

In each section of this chapter the following format is used.

- A flow chart illustrating the component
- Criteria to evaluate current procedures
- Recommended procedures
- Criteria to evaluate currently used instruments
- Recommended instruments

ASSESSING CHILD GROWTH
DEVELOPMENTAL SCREENING FOR KINDERGARTEN

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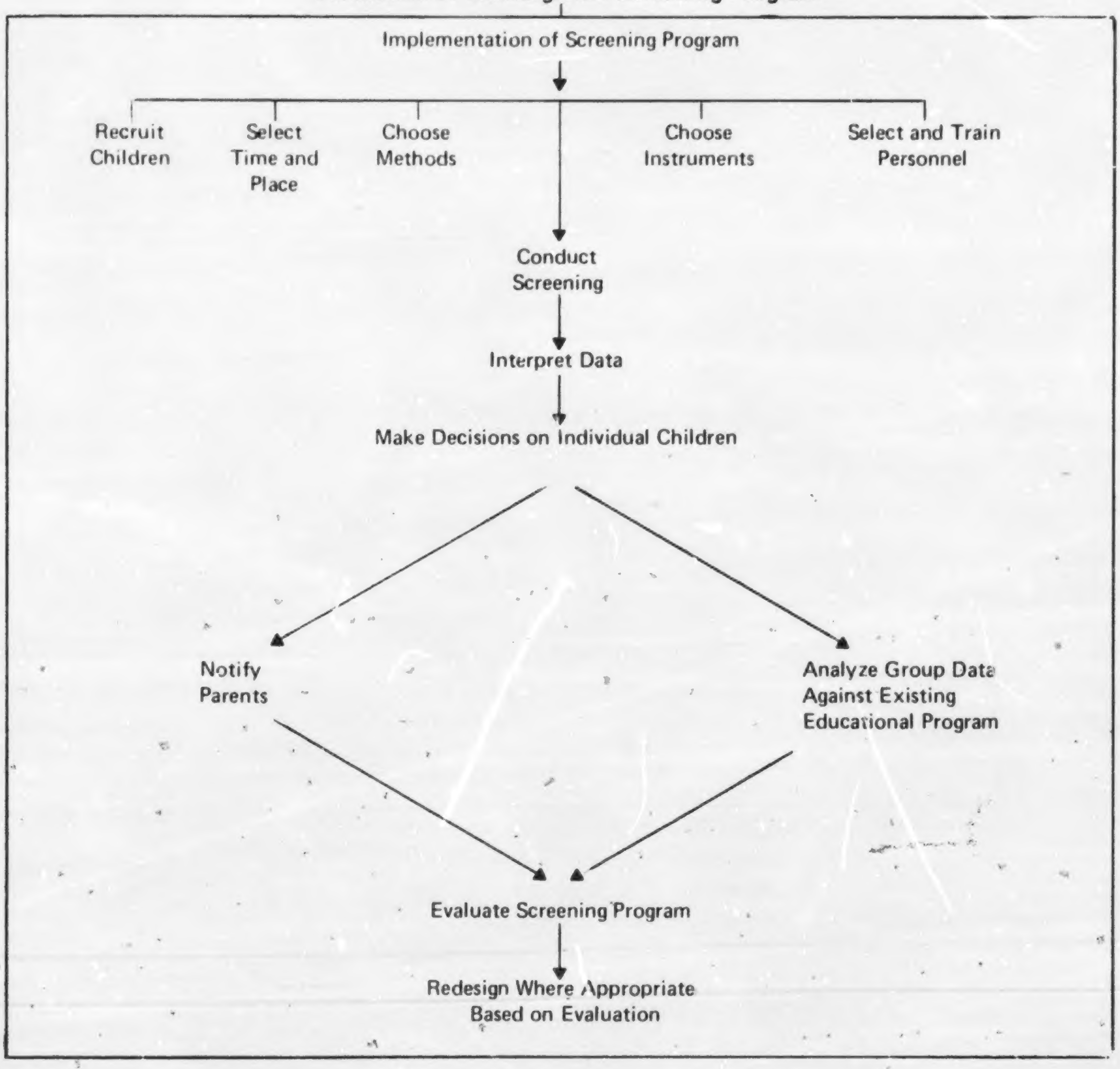
Flowchart of Kindergarten Screening Program


Implementation of Screening Program
Recruit Children
Select Time and Place
Choose Methods
Choose Instruments
Select and Train Personnel
Conduct Screening
Interpret Data
Make Decisions on Individual Children
Notify Parents
Analyze Group Data Against Existing Educational Program
Evaluate Screening Program
Redesign Where Appropriate Based on Evaluation

Introduction

The purpose of kindergarten screening in Georgia is to identify children who need comprehensive diagnostic evaluations. This screening will typically occur in the spring to identify the kindergarten population for the next school year.

Criteria for Evaluating Screening Procedures

- Do personnel in the district understand the purpose of screening as defined in this document?
- Are screening data being misused (e.g., labeling, diagnosis or planning individual educational objectives)?
- Does the person directing screening have the necessary time and experience?
- Are most eligible children screened?
- Are recruitment procedures simple and systematic?

- Do parents have easy access to screening times and locations?
- Are screening locations adequately staffed?
- Are testers adequately trained?
- Are children screened for developmental problems in all areas — intellectual, physical, affective, vision and hearing?
- Are decisions made about the results of screening in an objective and reliable manner?
- Are parents notified of results promptly?
- Does the school district systematically evaluate its screening efforts to improve them?

Recommended Screening Procedures

The following procedures are listed in chronological order.

1. Choose director.

   The director(s) should possess or have access to persons who possess

   - expertise in the areas of measurement, instrument selection, instrument data interpretation and instrument administration, as these topics relate to the screening of young children.
   - familiarity with the community and its resources such as parent or church groups.
   - the ability to communicate effectively with parents.
   - familiarity with referral and diagnostic services and procedures.

2. Evaluate and select instrument(s).

- Currently used instruments should be evaluated and either retained or replaced by recommended instruments.

3. Recruit children.

- Use media announcements, posters and letters to parents. All recruitment information should be positive in tone. Do not use such phrases as "screening for handicaps." (See Appendix C for examples.)

4. Select times and places.

- If possible, have parents make screening appointments. Otherwise, devise some system to avoid long waiting times for parents and children.
- Provide transportation if needed. Use PTA or other community service groups.
- Choose locations convenient to all areas of a district.

5. Select and train personnel.

- Personnel should have experience working with young children.
- All personnel should be adequately trained.
- Each screening location should always have on site a person trained in assessment, such as a speech therapist, psychometrist or psychologist.

6. Plan method.

- The purpose and possible outcomes of the screening should be clearly explained to the parent(s).
- Children should be encouraged but not forced to separate from their parents.

7. Interpret screening data.

- After a child has been screened, one of three decisions should be made on each child.
  - (1) The screening results should stand.
  - (2) The child should be rescreened. This is done if specified by an instrument's procedure manual, or if there are serious questions about the screening's validity for a particular child and the

circumstances are felt to be transitory.

(3) The screening results should stand, and the child should be referred for further assessment and diagnosis. If complete diagnostic evaluation is indicated, existing district policies and procedures should be followed.

- When screening is complete, all children screened should be assessed using a common and objective operational definition of greatest developmental need.
- All parents should be notified of the results of the screening.

8. Follow-up.

- After a district has screened children, the group's data should be reviewed. These children will soon be of mandatory school age and screening data can help in projecting future enrollment and educational needs.
- A post evaluation of screening procedures should make recommendations for change. Parents, screeners and teachers should be among the persons evaluating the screening program.

Criteria for Evaluating Instruments

Instruments recommended in this document for screening have met the criteria to be presented. A school district should either adopt one of the suggested instruments or be assured that other instruments being used meet the criteria. A rationale for each of the criteria is included in Appendix A.

Administrative Characteristics – The following questions related to test administration should be considered.

- Can the instrument be administered by a paraprofessional with relatively little training?
- Can the instrument be administered in a relatively short time?
- Can the instrument be administered in a nonisolated setting?
- Are the administration procedures standardized?
- Does the instrument require a simple response mode such as pointing or short verbal responses?
- Can the instrument be simply and manually scored in a short amount of time?

Instrument Relevance – The following questions related to instrument relevance should be considered.

- Does the instrument measure development of either affective, physical or intellectual domains (or in combination) in a way relevant to program goals?
- Does the total set of instruments screen all intellectual, physical, affective, vision and hearing areas?
- Is the instrument appropriate for four- and five-year-olds of different backgrounds and characteristics?

Technical Properties – The following questions related to the technical aspects of tests should be considered.

- Does the instrument yield a score that can be used in ranking children?
- Can the instrument be scored objectively?
- Does the instrument have high test-retest reliability?
- Does the instrument have high validity in its ability to predict the need for further diagnosis?

Recommended Instruments for Screening

Each of the following instruments meets the criteria listed in this document for screening instruments. Approximately 60 instruments were reviewed. See Appendix B for a list of the instruments reviewed.

Developmental Indicators for the Assessment of Learning (DIAL)
Carol D. Mardell and Dorothy Goldenburg

Childcraft Education Corp.
20 Kilmer Rd.
Edison, N. J. 08817

Kit: $125.00 for all materials for testing 50 children. Cost reduces after initial purchase to $.10/child for materials. Purchase includes a training filmstrip.

General Concepts – The DIAL is designed to be used for identifying children with potential learning problems. This prekindergarten screening test assesses development in the areas of gross motor, fine motor, concepts, communications and social-emotional development. Scores are established so that the use of DIAL will result in 10 to 15 percent of children screened being referred for further diagnosis. Percentages may be higher for Georgia's kindergarten population.

Age Range – 2½ to 5½ years

Time Required – The test is untimed. The authors claim it takes 25 to 30 minutes per child to administer all four subtests. When using four stations for the subtests, six to eight children can be examined per hour. This takes into account three to four children taking different subtests at the assigned stations simultaneously.

Conditions of Administration – Although the subtests are administered individually, the manual explicitly describes how the screening of many children may be conducted using a station approach. The manual provides detailed information regarding procedures and staffing (team member responsibilities, physical facilities, floor plans, orientation and the use of parents). Training of each team member for two to four hours is essential for a uniform and valid assessment.

Standardization, Reliability and Validity – The DIAL was standardized on 4,356 children. A stratified sample was drawn in the state of Illinois to assure appropriate representation of children on the basis of sex, region, race and socio-economic status. The manual indicates that a balanced population was selected.

A sample of 520 children was used to evaluate test-retest reliability. Although the procedure used by the authors is somewhat ambiguous, and reliability coefficients are not reported, the authors state that high reliability was obtained after readministration of the instrument in one year. Inter-rater reliability is also reported as being high (.81 to .99). A sample of 16 individuals was used in the inter-rater reliability study.

To verify the concurrent validity of the DIAL, a sample of 12 children was selected and tested with the DIAL. Following administration of the test, a diagnostic team of pupil personnel services evaluated the same 12 children. Results of this study yielded 85.3 percent agreement between the DIAL scores and diagnostic evaluation data.

Criterion related validity was established by comparing readiness or achievement test scores, DIAL scores and teacher ratings. The sample consisted of 85 kindergarten and 163 first graders. Data were collected from the Iowa Test of Basic Skills, Metropolitan Achievement Test, Metropolitan Readiness Test and Stanford Achievement Test. Correlations between DIAL categories and achievement scores ranged from .49 to .73.*

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*NOTE: Further information is available on DIAL from the Georgia Department of Education.

Comprehensive Identification Process (CIP)
R. Reid Zehrbach

Scholastic Testing Service, Inc.
480 Meyer Rd.
Bensonville, Ill. 60106

Kit: $59.95 including enough material to screen 35 students. Cost reduces after initial purchase.

General Concept – The CIP is designed for locating, screening and evaluating handicapped children. The CIP process, according to the author, results in the identification of more children with mild to moderate problems that would be identified through the traditional agency referral method. Scores are established so that the use of the CIP will result in 10 to 15 percent of children screened being referred for further diagnosis. Percentages may be higher for Georgia's kindergarten population.

CIP screens fine motor, gross motor, cognitive-verbal, speech, expressive language, hearing, vision, socio-affective behavior and medical history.

Age Range – 2½ to 5½ years of age

Time Required – No portion of the test is timed. The manual suggests that 30 minutes be allocated for the entire screening assessment. Six to eight children per hour can be examined in stations.

Conditions of Administration – Although CIP may be individually administered, it is designed to be given at a central location using a team approach. Team members can be trained to use the CIP in four to six hours. The author suggests that the individual interviewing the child be experienced in child development. Scoring and administration procedures are standardized. During the time the child is participating in the screening evaluation, the parents are interviewed concerning the child's medical and developmental history. The CIP is currently being translated into Spanish and may also be available in French shortly.

Standardization, Reliability and Validity – The CIP has been developed and evaluated on an Illinois population of over 700 children. The author states that the sample was cross-cultural, comprised of white, black and Asian children. A description of this sample is not reported. Reliability coefficients were also unreported although the author states that inter-rater reliability is quite good.

To evaluate whether or not the CIP results provide accurate judgments for student referral, a sample of children was administered the test. The children identified as needing a complete work-up were evaluated by traditional referral agencies or personnel, social workers, physicians, speech and language therapists and school psychologists. A comparison was made between the characteristics of children referred by the CIP and the traditional mode of identification. There were no significant differences between the mean age of the groups or sex in regards to the two methods of identification. It was determined that I.Q. differences existed between the two groups and children referred by the traditional method seemed to be more severely handicapped than those referred by CIP.*

Denver Developmental Screening Test
William K. Frankenburg, Josiah B. Dodds, Alma Fandel

University of Colorado Medical Center
Laradon Hall Publishing Company
East 51st Ave. and Lincoln
Denver, Co.

Kit: $7.00 for complete kit; test forms $2.00/100; manual $4.00

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*NOTE: Further information is available on CIP from the Georgia Department of Education.

General Concepts — The Denver Developmental Screening Test is designed to aid in the early discovery of children with developmental problems in the areas of personal-social, fine motor adaptive, language and gross motor.

Age Range — one month to six years of age

Time Required -- No portion of the Denver Developmental Screening Test is timed. It appears that two to three children can be tested per hour.

Conditions of Administration — This individually administered screen can be used by paraprofessionals with adequate supervision. The manual provides explicit instructions for administering and scoring the instrument.

Because a socio-affective evaluation component built into the instrument requires parental information, parents must respond to items in the first section.

Suggested order for administering the subtests is Personal, Social, Fine Motor, Adaptive, Language and Gross Motor.

Standardization, Reliability and Validity — A sample of 1,036 children from Denver ranging in age from two weeks to six years, served in the developmental studies. The degree to which this sample represents Georgia's population is unknown.

Percentages of agreement have ranged from 80 to 95 percent for inter-rater reliability. Twenty children were retested after a one week interval in the test-retest reliability study. Agreement of items scored the same way after that interval for the children was 95.8 percent.

In a concurrent validity study, DDST scores were compared to Stanford-Binet or Revised Bayley Infant Scales scores. Scores were similar, indicating that the DDST would result in referrals similar to referrals from instruments used by traditional referral agencies.*

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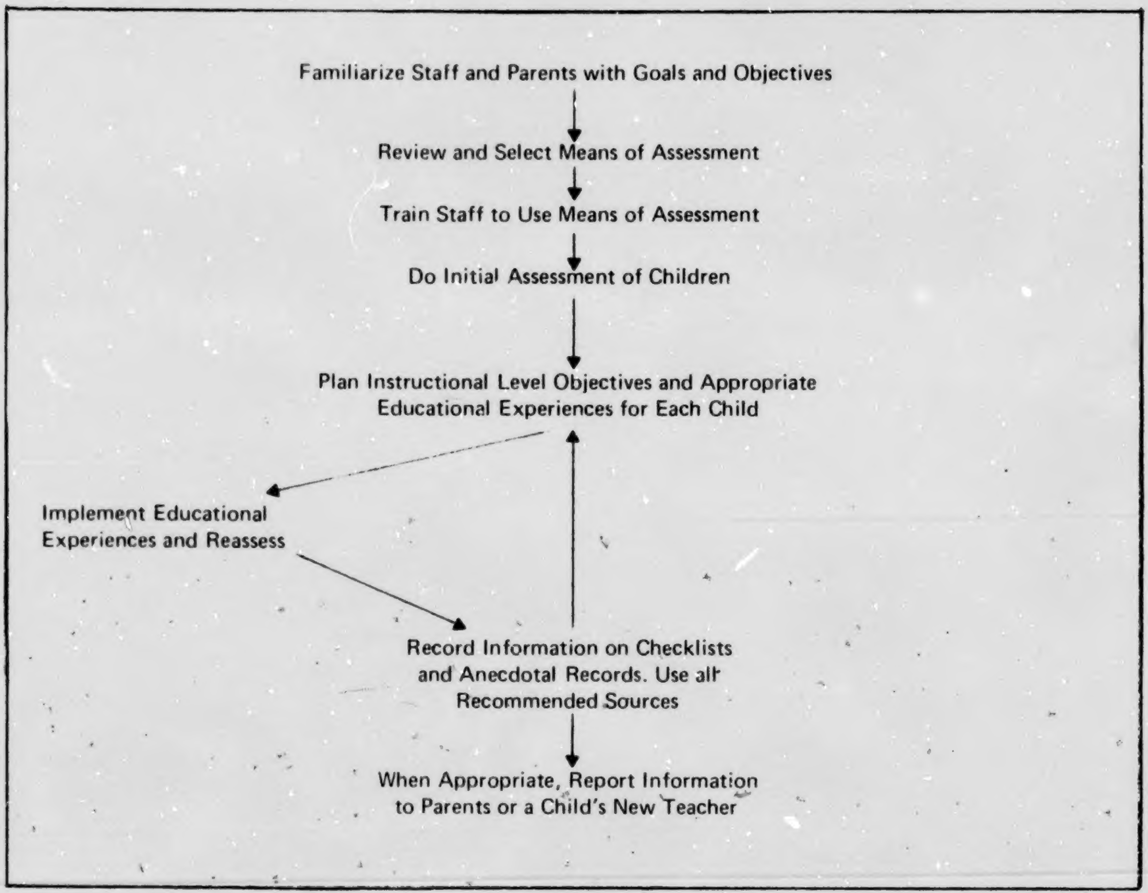
*NOTE: Further information is available on the DDST from the Georgia Department of Education.

ASSESSING CHILD GROWTH - ON-GOING EVALUATION

Flowchart of Kindergarten On-Going Evaluation Component


Familiarize Staff and Parents with Goals and Objectives
Review and Select Means of Assessment
Train Staff to Use Means of Assessment
Do Initial Assessment of Children
Plan Instructional Level Objectives and Appropriate Educational Experiences for Each Child
Implement Educational Experiences and Reassess
Record Information on Checklists and Anecdotal Records. Use all Recommended Sources
When Appropriate, Report Information to Parents or a Child's New Teacher

Introduction

On-going evaluation of pupil progress gathers information so that an appropriate individualized educational program can be developed for each child. On-going evaluation rests on several assumptions.

- Development is aided when a child's needs are accurately assessed and experiences are planned which are related to those needs.
- Children's differences will be reflected in their educational needs.
- A teacher has the desire and skills to design educational experiences that meet assessed need.
- The teacher has the time and materials necessary to design educational experiences that meet assessed needs.

This section addresses only the first assumption. The other assumptions are listed to make three points.

- There is nothing magical about gathering assessment data. How that data is used makes a difference.
- Time for planning and assessment, materials and teacher expertise is necessary to use assessment data effectively.
- No teacher can constantly keep up with every individual difference in children's development. As a result, teachers must be open to information that children give and should not treat evaluation data as being infallible.

Criteria for Evaluating On-going Evaluation Procedures

The procedures recommended for on-going evaluation in this document meet the criteria to be presented. A teacher should either use the procedures recommended here or be assured that other procedures being used meet the criteria.

- Do procedures involve gathering and recording on-going information on children in a systematic way?
- Do procedures involve gathering and recording information from all sources including observation, teacher-child conferences, parents, resource teachers, work samples and child-made records?
- Are times scheduled for each day that are devoted exclusively to gathering evaluation information?
- Are procedures established to systematically communicate objective information about a child's accomplishments to a child's parents or next teacher?

Recommended On-going Evaluation Procedures

The following steps are listed in chronological order.

1. Familiarize staff and parents with the program's goals and objectives. Discuss the handbook with particular attention to understanding its structure and terms.
2. Review and select means of assessment.
3. Train staff to use means of assessment.
    - Discuss the means of gathering and recording information, using the variety of assessment techniques.
    - Discuss the terms used on more formal instruments and arrive at common understandings.
4. Do initial assessment of children.
    - Establish a system for gathering information so that no children are slighted. Perhaps focus on certain children each day.
    - Use procedures for gathering information that are consistent with the ways in which the children are taught. If the room is child-centered and informal, try to gather assessment data informally.
    - Assess in each area of the curriculum only until there is sufficient information to plan educational experiences, then perform the experiences and reassess.
    - Assess several situations before recording judgements.
    - Use a variety of assessment sources such as teacher observations, teacher-child conferences, information from resource personnel and parents, work samples of children and child made records. These sources are described following this listing of recommended procedures.
    - Be flexible and remember that evaluation data can be fallible.
    - Schedule about 15 minutes each day to do nothing but gather evaluation data.
5. Plan instructional level objectives and appropriate educational experiences for each child. See Organizing the Learning Environment for a discussion of planning appropriate activities for individual children.
6. Implement educational experiences and re-evaluate. See Organizing the Learning Environment for a discussion of implementing experiences.
7. Record information on checklists and anecdotal records.
    - Use all the recommended sources discussed in the next section.
    - After re-evaluation, begin planning again.
8. When appropriate, report information to a child's parent or new teacher. Report objective information about the child's highest level of functioning in each program area. See Appendix E for a possible reporting form with example comments.

Sources Used in Gathering On-going Evaluation Data

When establishing on-going evaluation procedures, all possible sources of information must be identified. There are many potential sources of on-going evaluation information open to the teacher. Since sources have different strengths and limitations, a teacher should try to use all sources.

Teacher Observation of Child Behavior—The most widely used source of on-going evaluation data is teacher and assistant teacher observation of children. For this to be productive, certain things must be remembered. Children tend to strongly react to immediate situations. For any complete picture of a child, she/he must be observed in many situations. Since it is necessary to observe children in different situations at different times, it is also necessary to write some of these observations down so that they can be accurately recalled. Although teachers often keep mental records, their accuracy is impossible to check. Teachers should keep anecdotal records of their observations. Record development related to program goals and indicative of a change in a child's status in relation to these goals. Also record when change has not occurred in a reasonable time.

Keep records objective and short. A person should be a selective tape or video recorder. A tape recorder doesn't record why things are happening. It only records what happened. Also, a good tape recorder is accurate. It does not record all children as running if one child gallops and the other child trots.

Below is an example of a functional anecdotal record.

RCG 9/28 9:41
SG/Math
R spoke 1st time with sentence

The record illustrates several things.

- **Child is identified** — RCG are initials. You know who that is and it is not necessary to write out a full name.
- **Section is identified** — SG/Math refers to small group/math activity. Patterns of behavior may be tied to particular settings.
- **Date and time are identified** — Patterns of behavior may be tied to particular days and times.
- **The behavior is objectively stated** — Behavior should relate to program goals.
- **The record is short and uses some form of shorthand** — These records must be short or they take too long to do. Remember, they are for planning instruction and should be meaningful to the teacher, not necessarily written in perfect prose.

Teacher-child Conferences — These can range in size from large group to individual. Classroom observation does not permit much probing to allow one to find out the reasons behind behavior. In the conference situation, the teacher can ask well chosen questions to try to understand a child's motivation and reasons behind overt behavior. For example, if a child is doing a workjob matching numbers to their appropriate dominos, it is one thing to observe that a child places the card with the two on it next to the domino that has three dots. Only in dialogue can a teacher begin to identify the cause of the mismatch (e.g., not recognizing two, not counting the dots, carelessness due to wanting to be finished to go outside). Again teachers should write anecdotal records of significant information gained in conferences. Holding successful conferences is a complex skill for a teacher to acquire. Several things are important. First, do not ask leading questions (e.g., Did you just forget to count the dots? The answer will usually be yes.) Second, do not talk too much, the purpose of conferences is usually to get the child to talk. Third, summarize and clarify points raised during the conference. This helps the teacher and the child to be clear on what has been discussed in the conference and what, if any, subsequent action is necessary.

A second thing which conferences add to assessment is that conferences are a teaching situation for helping children build self-assessment skills. The ability to analyze what has gone on so that future plans can be made is a goal of all education. In the conference setting, the teacher has the opportunity to model and teach this skill. After a conference, anecdotal notes should be made concerning discussion.

Information from Resource Personnel and Parents – Parents or guardians have greater contact with a child than teacher. In many districts, resource teachers (e.g., music teachers, speech therapists) also have extensive contact with certain children. Since these people see and affect the child in many situations where the teacher is not involved, it is important to involve them in the assessment process. For parents and resource teachers to be helpful in on-going evaluation, they must be familiar with the kindergarten's goals and with an up-to-date knowledge of a child's status in relation to these goals. If this is not the case, then parents and resource personnel will not know what to look for. Information coming from parents and resource teachers provides a valuable check on a teacher's assessment information and, conversely, a teacher's information provides a valuable check on other evaluations of the child. Gathering information from parents and resource teachers on a regular basis helps them to understand and to affect the kindergarten program. If parent-teacher interactions can occur on a regular basis, a foundation of "we're all in this together" can be laid upon which crises can be effectively handled. Anecdotal notes should be kept on significant information gained in conferences with other adults in the child's life.

Work Samples of the Children – Work samples most graphically describe a child's stage of development. However, work samples are observations of behavior and as such, it is difficult to know the motives and reasons that went into creating them. Second, most kindergarten work is oriented toward process rather than product; therefore, many kindergarten activities do not culminate in durable samples of work. Some samples such as selected pieces of artwork can provide a good record of fine motor development. Since children often want to take such items home, it is usually necessary to ask the child to "make an extra picture that I can keep." The picture, or any work sample that is being saved, should be dated, with anecdotal comments recorded on the sample.

Child-made records – Kindergarten children keep records when they check their names on a center roster to indicate they visited the center or when they place pegs in a board to indicate that they visited the yellow center (which may be art to you). Teachers should involve children in record keeping. It will help both the teacher and child to monitor behavior.

Other Assessment Instruments – Another potential source of on-going evaluation is the screening administered at the beginning of a year. This source should not be relied on in any definitive way for on-going evaluation. The time lag between screening and school is too long to have an accurate record of a child's specific strengths and weaknesses. Also, the items on the screen are often developed because they predict problems, not because they are important things to teach.

In summary, these are a variety of sources that a teacher should consider in gathering on-going evaluation data. Each source, with the exception of instruments designed for other assessment components, adds a significantly different and valuable dimension to the on-going evaluation process. This system is incomplete if any of the sources are omitted.

Criteria for Evaluating On-going Evaluation Instruments

The child assessment checklists included in this document meet the criteria to be presented. A teacher should either adopt these checklists or be assured that other instruments being used meet the criteria.

Administrative Characteristics – The following criteria related to administrative relevance should be considered.

- **Can the instrument be used by a paraprofessional in a classroom setting?** Many kindergarten units use either paid paraprofessionals or volunteers in the classroom. The items on any instrument and procedures for gathering information should be sufficiently clear so that nonprofessional personnel can use the instruments. The teacher and other adults must discuss the items on a checklist so that they are making similar judgments, based upon similar criteria.

- **Can the instrument be simply scored in a short amount of time?** While it may take considerable time to gather observational information on a child, the actual recording of that information must take very little time.

Relevance – The following criterion related to instrument relevance should be considered.

- **Does the instrument directly reflect the program and objectives?** Since the purpose of on-going evaluation is to gather information for developing individualized educational program, instruments must be directly tied to the program's goals.

Technical Properties – The following criteria related to the technical aspects of instruments should be considered.

- **Does the instrument present a picture that indicates level of mastery of program objectives?** Such information aids in identifying a child's weaknesses and in forming groups for instruction.
- **Can the instrument be objectively scored?** On any instrument used in on-going evaluation, some ambiguity is going to exist as to what behavior constitutes what score (e.g., what constitutes accomplished in a particular area). Such items as "child knows his colors" are unacceptable. Beyond this, teachers and assistants will have to extensively discuss items to develop consistency and objectivity.
- **Are items on the instrument sequenced by developmental level or difficulty?** Whenever possible, items should be sequenced within each goal by difficulty. Then assessment does not need to cover all items but can stop when the level is reached at which a child has difficulty.

Recommended Child Assessment Checklists for On-going Evaluation

Each checklist included in the previous chapters meet the criteria listed for on-going evaluation instruments.

Instructions – An indicator is a child behavior which signals mastery of an intermediate level objective. Indicators should be thought of as signals of development rather than as objectives. These checklists are designed to be used with the lists of intermediate level objectives given earlier in this document. To make these checklists efficient, only a few indicators are listed for each area, representing intermediate range objectives at increasing levels of difficulty. When used with the curriculum suggestions previously presented, these checklists will provide sufficient information for grouping and planning individualized activities. When a child has demonstrated a behavior, the date is noted on the checklist. (See the example of completed Physical Development Checklist.) If children, in a particular room, are above or below the indicators on any of the checklists, then the teacher should adjust the indicators accordingly. In such a situation, the format of the checklists can remain the same with new indicators inserted.

EXAMPLE OF COMPETED CHILD ASSESSMENT CHECKLIST FOR THE PHYSICAL DOMAIN

4.	3.	2.	1.	Child's Name Indicators	Areas	Goal
			9/13	Balances on foot with support	Static Balance	Gross Motor
		9/13	10/15	Balances on foot without support		
				Moves rapidly, then freezes		
			9/13	Runs smoothly	Dynamic Balance	
		9/10		Skips		
				Walks Balance Beam Unsupported		
			9/20	Rides wheel toys	Coordination	
		11/13	11/12	Builds with large blocks		
				Kicks rolled ball		
		11/9	11/15	Hops 15 feet	Agility and Endurance	Fine Motor
				Climbs cargo net		
				Runs 50 yards with quick recovery		
		11/18	11/12	Builds with blocks	Arm/ Hand Precision	
				Nails objects together		
		9/19	10/20	Strings large beads	Hand/Finger Dexterity	
				Cuts with scissors		
				Cuts on line with scissors		

NOTE: Dates are included on this checklist to illustrate the recording procedure. When a child evidences a behavior, the date is indicated. This is one recording procedure; use another if it is more helpful to you.

APPENDIX A

CRITERIA FOR EVALUATING SCREENING INSTRUMENTS

Administrative Characteristics

- **Can the instrument be administered by a paraprofessional with little training?** Many systems will have to use personnel as testers who are not formally trained in assessment techniques. If an instrument is too complex to administer, the tester will make mistakes and will not give the instrument in the same way to each child. When this happens it is impossible to accurately interpret a child's score.
- **Can the instrument be administered in a relatively short time?** The total screening for developmental assessment should take no more than 30 minutes per child. If a composite measure is used, all pieces of it should take no more than 30 minutes. If different instruments are used, then the total time for administering all instruments should not exceed 30 minutes. Shorter times than this for screening are possible and desirable.
- **Can the instrument be administered in a nonisolated setting?** Most districts screen in school cafeterias or community buildings. No instrument should require an isolated, quiet place for administration.
- **Are the administration procedures standardized?** Any instrument selected should have clearly defined, step by step administration procedures. This is often a problem with "home grown" instruments. If the procedures are not standardized then it is impossible to interpret a child's score. For example, if two people are giving a test, each to a different child, and the people ask slightly different questions, the scores of the two children cannot be compared.
- **Does the instrument require a simple response mode?** How is the child supposed to respond? When selecting instruments, attention must be given to keeping the response mode simple (e.g., pointing, short verbal responses). When an instrument requires a paper and pencil response, it tests, in part, hand/eye coordination. Unless that is desired (and there are other ways), do not use paper-pencil tests in screening.
- **Can the instrument be simply and manually scored in a short amount of time?** No instrument that requires complex scoring procedures can be used in a screening. While machine scoring is helpful in situations where quick results are not imperative, it typically takes far too long for screening. If an instrument is scored manually, then scoring procedures must be very simple or too many human errors will be made.

Relevance

- **Does the instrument measure development in either affective, physical or intellectual (or combination) in a way relevant to program goals?** Instruments used in any component of assessment in the kindergarten program should be directly related to the goals of the kindergarten program. In addition, a composite screening instrument or a combination of different instruments should screen for all the major program goals. For example, since fine motor development is a program goal, then fine motor development must be screened. Since fine motor development is not the only program goal, other relevant things must be screened.
- **Is the instrument appropriate for four- and five-year-olds of different backgrounds and characteristics?** Any instrument used must have been developed and field tested on a range of children similar to the children in a school district. This insures that the procedures for taking and administering the screen will already have been debugged before children in a school district are screened. For an instrument to be recommended it should have been developed on a reasonably sized (400 minimum), heterogeneous group of three- to six-year-old children. This age range is necessary when screening four- and five-year-olds due to the wide variability of that group.

Technical Properties

- **Does the instrument yield a score that can be used in ranking children?** The instrument should yield a composite standard score that ranks all testing participants.

- **Can the instrument be scored objectively?** Some instruments used in screening have poorly developed scoring criteria. For example, an item on many screening instruments calls for a child to draw or copy some simple shapes. It is very important that each child's response be scored with the same criteria of what is a pass and what is a fail. Otherwise, differences in children's scores on the screen may be due to differences in scoring rather than real differences among children. Children vary so greatly that it is difficult for a test developer to anticipate all the possible child responses in developing scoring directions. If it is unclear how to score an item, the important thing is to score it in a consistent manner. When an ambiguous situation arises, scorers should agree on a scoring criteria and then consistently apply it.

- **Does the instrument have high test-retest reliability?** Rephrased, the question asks, "If I give a child this screen today, would I get about the same score when I retest after a short time?" A test which is not test-retest reliable is not useful. Test-retest reliability of an instrument should be .8 or higher for the instrument to be trusted as a consistent measure of a child's ability or level. If a test manual does not give actual test-retest reliability coefficients (rather than just saying this test has high test-retest reliability), then actual figures should be requested from the test publisher. Do not use split-half reliability as an alternative to test-retest reliability. The test-retest reliability of the score on a subtest of an instrument will often be lower than the reliability of a total score reflecting all the subtest scores. This is important because it shows why screening instruments cannot be relied on for making specific diagnoses. The profiles created by screening instruments are not sufficiently stable to finely describe children or to be used to plan instruction. The test-retest reliability reported in the test manual was computed using a group of children in the standardization sample. Children in many districts do not represent the range of children in the test developer's sample. Therefore, the test-retest reliability of a group of children in any one school district may be drastically different than the reported test-retest reliability in the manual. A district should initially choose an instrument based on the reported reliability, but the district should ascertain how test-retest reliable the test scores are for the children in the school district.

- **Is the instrument valid?** A screening instrument should indicate which children need kindergarten the most. It should also predict which children need further diagnosis. Most published screening instruments were designed to do the latter. Therefore, it becomes difficult to know how well they predict the need for kindergarten. A district, if possible, should assess the validity of screening instruments. First, a school district should assess whether the screen is predicting the need for diagnosis. Follow up the children who are referred and ascertain what percentage of them are diagnosed as having special problems. If the percentage is very high, then the district is probably too conservative in its referral policy. If over 90 percent of children referred are evaluated as having handicaps, then it is likely that many handicapped children are not getting referred. In such a situation the screen is working but the cut off is too high. If few of the children referred (less than 40 percent) are identified as having handicaps, then either the referral policy is too liberal, or the screen is not working. In such a case the school district should determine whether the lower scoring children of the group referred were being diagnosed as having problems. If this is so, then the screen is working, but the referral policy is too liberal. If it is not true then the screen is not predicting well. Next, a school district should assess whether the screen is accurately identifying the children who need kindergarten the most. The school district might interview the kindergarten teachers to see if the teachers feel that the screen is identifying the appropriate children for the kindergarten program. If not, either screening procedures or program procedures must be modified.

APPENDIX B

LIST OF INSTRUMENTS REVIEWED

All of the instruments listed below were reviewed as potential screening or on-going evaluation instruments. Those marked with an asterisk have been reviewed in depth and written reviews can be requested. Those marked with a double asterisk are recommended as possible screening instruments for use in Georgia kindergarten screening. No published instruments are recommended for use in on-going evaluation.

American School Reading Readiness Test
Animal Crackers
Arizona Articulation Proficiency Scale: Revised
Assessment of Children's Language Comprehension
*Boehm Test of Basic Concepts
Bowen Language Behavior Inventory
Carrow Elicited Language Inventory
Child Behavior Rating Scale
*Circus
**Comprehensive Evaluation Progress (CIP)
Comprehensive Test of Basic Skills
Daily Language Facility Test
*The Dallas Pre-School Screening Test
**Denver Developmental Screening Test
*Pre-School Inventory (Cooperative or Caldwell)
Developmental Profile
Developmental Test of Visual Motor Integration
**Developmental Indicators for the Assessment of Learning (DIAL)
Fairview Behavior Evaluation Battery for the Mentally Retarded
Goldman Fristoe Test of Articulation
Goldman Fristoe Woodcock Auditory Skills Test Battery
Hannah/Gardneryes Preschool Language Screening Test
*Inventory of Readiness Skills
*Learning Accomplishment Profile
*Lexington Developmental Scale (Short Form)
Maturity Level for School Entrance and Reading Readiness
McCarthy Scales of Children's Ability
Meeting Street School Screening Test
First Grade Screening Test
Grassi Basic Cognitive Evaluation
*Metropolitan Achievement Tests: Revised
Minnesota Preschool Scale
Motor Free Visual Perception Test
Oseretsky Test of Motor Proficiency

Peabody Individual Achievement Test
Peabody Picture Vocabulary Test
Preschool Screening Survey
Preschool Rating Scale
Primary Academic Sentiment Scale
Primary Self Concept Inventory
Quick Test
*Santa Clara Inventory of Developmental Tasks
Screening Test for Auditory Comprehension of Language (STACL)
School Readiness Survey
Screening Test for the Assignment of Remedial Treatment
Screening Test for Academic Readiness
Slosson Intelligence Test for Children and Adults
Southern California Figure Ground Visual Reception Test
Speech and Language Screening Test for Preschool Children
SRA Primary Mental Abilities
Thomas Self Concept Values Test
Test for Auditory Composition of Language
*Test of Basic Experiences
Utah Test of Language Development
Valett Developmental Survey of Basic Learning Abilities
Verbal Language Development
Vineland Social Maturity Scale
Harrison Stroud Reading Readiness Profile
Walker Readiness Test for Disadvantaged Preschool Children
Stanford Early School Achievement
Walker Problem Behavior Identification

APPENDIX C

MODEL LETTERS AND ANNOUNCEMENTS

Model Letter to Parents

(Local School District Letterhead)

Dear Parent or Guardian,

Kindergarten Round-up is coming to your school district.

School records show that you are the parent of a four-year-old child. The ______________ School District is planning to screen all four-year-old children to make plans for the future educational needs of the community. Screening is a **free** service which takes about ______________ minutes. Your child will be given a **free** vision and hearing screening and development check.

If you have a child who was born between ______________ (date), and ______________ (date), please call ______________ (name of contact person) at ______________ (phone number) for an appointment. The screening will be held in the ______________ Room, of the ______________ building, ______________ (date).

Tell your friends and neighbors with children who will be five by September 1 about Kindergarten Round-up. They, too, may obtain a **free** screening by calling for an appointment. If you need transportation to the screening, please inform us when you call, and we will make arrangements.

We look forward to meeting you and your child at Kindergarten Round-up.

Sincerely,

______________ Superintendent
______________ School District

______________ Director
Division of Early Childhood Education
______________ School District

Model Letter for Announcing Screening to News Media

(Local School District Letterhead)

Dear

We would appreciate your including the following bulletin in the ____________________ edition of your newspaper as a public service notice for your readers. We are trying to screen all four-year-old children in ____________________ (school district) and your help is needed.

Bulletin: Kindergarten Round-up will be held at ____________________ on ____________________ The ____________________ School District is trying to screen all children who will be five by September 1. This registration is a free service to all and will take about __________ minutes. During this time, your child will be given a free vision, hearing, language and developmental activities screening. To obtain this free screening, call ____________________ at ____________________.

Thank you very much. If you have any questions, please call for additional information.

Sincerely,

Superintendent

APPENDIX D

CRITERIA FOR EVALUATING ON-GOING EVALUATION INSTRUMENTS

Administrative Characteristics

- **Can the instrument be used by a paraprofessional in a classroom setting?** Many kindergarten units use either paid paraprofessionals or volunteers in the classroom. The items on any instrument and procedures for gathering information should be sufficiently clear so that nonprofessional personnel can use the instruments. The teacher and other adults must discuss the items on a checklist so that they are making judgments based on similar criteria.
- **Can the instrument be simply scored in a short amount of time?** While it may take considerable time to gather observational information on a child, the actual recording of that information must take very little time.

Relevance

- **Does the instrument directly reflect the program and objectives?** Since the purpose of on-going evaluation is to gather information for developing individualized educational program, instruments must be directly tied to the program's goals.

Technical Properties

- **Does the instrument present a picture that indicates level of mastery of program objectives?** Such information aids in identifying a child's weaknesses and in forming groups for instruction.
- **Can the instrument be objectively scored?** On any instrument used in on-going evaluation, some ambiguity exists concerning what behavior constitutes what score (e.g. what constitutes "accomplished" in a particular area). Such items as "child knows his colors" are unacceptable. The meaning of such items is too open to interpretation. Beyond this, teachers and assistants must discuss items extensively to develop consistency and objectivity.
- **Are items on the instrument sequenced by developmental level or difficulty?** Whenever possible, items should be sequenced by difficulty within each goal. Then assessment can stop when reaching the level at which the child has difficulty.

APPENDIX E

REPORTING TO A CHILD'S NEXT TEACHER OR PARENT/GUARDIAN

Summary reports should be objective and directly related to program goals. They should help the next teacher or the parent/guardian know where to begin teaching a child. The report should be stated in observable terms and should state the child's most advanced accomplishment in each program area.

Example of a summary report

Child's Name ______________________ Address ______________________

Birthdate ______________________ Parent/Guardian ______________________

I. **Physical Development**

- A. Gross Motor
  - Static balance — balances on one foot, no supports
  - Dynamic balance — runs smoothly, walks 12 foot balance beam with no support
  - Gross motor coordination — catches volley ball thrown from 6 feet. Throws tennis ball accurately to cohort six feet away.
  - Agility and endurance — runs 50 yards with quick recovery
- B. Fine Motor
  - Arm and hand precision
  - Hand and finger dexterity

II. Intellectual Development

- A. Science
  - Observing
  - Classifying
  - Predicting
  - Reporting
- B. Social Studies

(Include other curriculum areas)

APPENDIX F

DEFINITIONS OF EXCEPTIONAL CHILDREN

The following definitions are taken from the **Georgia Special Education Annual Program Plan** developed by the Georgia Department of Education to meet the requirements of Public Law 94-142.

Handicapped Children — Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, orthopedically impaired, seriously emotionally disturbed, other health impaired, deaf-blind, multi-handicapped.

Deaf — A hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing with or without amplification which adversely affects educational performance.

Deaf-Blind — Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

Emotionally Disturbed — Behavior which is so inappropriate or destructive to the child or others that it interferes with receiving all or part of his or her education in the regular classroom setting. Such behavior is the result of the condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree. An inability to learn which cannot be explained satisfactorily by any other handicapping condition; maladaptive reactions toward peers and authority figures; temporary or transitory disorders occasioned by crisis situations within the family; chronic acting out or withdrawal behaviors exhibited in the school setting; sociomaladjustment as evidenced by adjudication through the courts or other involvement with correctional agencies as long as such social maladjustment is due to an emotional disturbance or a history of school suspensions or expulsions due to an emotional disturbance. The term includes children who are schizophrenic or autistic. It does not include children who are socially maladjusted unless it is determined that they are seriously emotionally disturbed.

Gifted — A score of 1¾ standard deviations above the mean on the intelligence test used.

Hard of Hearing — A hearing impairment that allows learning and development of communicative skills through the auditory channel with the use of amplication and/or specialized instructions.

Mentally Retarded — Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period. Significantly subaverage refers to performance which is more than two standard deviations below the mean of the tests used.

Other Health Impaired — A medically diagnosed physical condition which is noncommunicable including limited strength, vitality or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes which adversely affects a child's educational performance.

Physically Handicapped — Body functions or members so impaired, from any cause, that the child cannot be adequately or safely educated in regular classes of the public schools on a full-time basis without the provision of special education services. Physically handicapped may refer to conditions such as

- muscular or neuromuscular handicaps which significantly limit the ability to move about, sit or manipulate the materials required for learning;
- skeletal deformities or abnormalities which affect ambulation, posture and body use necessary in school work;
- disabilities which result in reduced efficiency in school work because of temporary or chronic lack of strength, vitality or alertness.

Speech Impaired — A communication disorder exhibited by one or more of the following.

- A language disorder characterized in terms of comprehension and/or use of words and their meanings (semantics), grammatical patterns (syntax and morphology) and speech sounds (phonology)
- A speech disorder characterized by difficulty in producing speech sounds (articulation), maintaining speech rhythm (stuttering) and controlling vocal production (voice)
- A speech or language disorder characterized by difficulty in receiving and understanding speech without auditory training, speechreading, speech and language remediation and/or a hearing aid

Specific Learning Disability — A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural or economic disadvantage.

Visually Handicapped — Visual problems which prevent successful functioning in a regular school program that may result from congenital defects, eye diseases, severe refractive errors, injuries to the eye or poor coordination. Basic categories are as follows.

- **Functionally Blind** — A child who will be unable to use print as his/her reading medium is considered to be functionally blind. Instruction in braille and in use of recorded materials will be essential to this child's education.
- **Legally Blind** — A legally blind child is one whose visual acuity is 20/200 or less in the better eye after correction, or who has a limitation in the field of vision that subtends an angle of 20 degrees. He/she falls within the definition of blindness, although he/she may have some useful vision and may even read print.
- **Partially Sighted** — A partially sighted child is one whose visual acuity falls within the range of 20/70 to 20/200 in the better eye after correction, or when the child cannot read 18 point print at any distance, on the basis of a current examination by an eye specialist.

APPENDIX G

STATE RESOURCES FOR TEACHERS

Georgia Department of Education
Early Childhood

Contact

Early Childhood Education
156 Trinity Ave., SW
Room 316 Education Annex
Atlanta, Ga. 30303
(404) 656-2685

Services

The early childhood staff of the Georgia Department of Education provides the following services to school systems and classroom teachers.

- Staff leadership services to establish and expand the state supported and selected preschool program
- Technical assistance in selecting appropriate materials and in writing curricula
- Inservice and staff development for administrators and classroom personnel
- Workshops
- Technical assistance to CESA groups
- Assistance to colleges and universities in establishing early childhood teacher training programs
- Technical assistance to state agencies and other programs that provide early childhood education
- Development of state regulations, standards and guidelines for preschool programs
- Dissemination of information, materials, resources and research to local systems
- Participation on teams and ad hoc committees for local system self study
- Development and leadership services for state and local preassessment programs
- Technical assistance and participation in the development of programs for parents and parent involvement
- Participation and coordination with state and private agencies in providing services for preschool children
- Preparation of publications for dissemination

Georgia Department of Education

Exceptional Children

Contact

Exceptional Children
156 Trinity Ave., SW
Room 316 Education Annex
Atlanta, Ga. 30303
(404) 656-2425

Mental Handicaps	(404) 656-2425
Psychoeducational Centers for Severely Emotionally Disturbed	(404) 656-2425
Georgia Learning Resources System (GLRS)	(404) 656-2425
Physical Handicaps	(404) 656-6317
Federal Programs and Special Projects	(404) 656-6319

Services

The special education staff of the Georgia Department of Education may provide the same services for school systems and classroom teachers as the early childhood staff. In addition to these, technical assistance may be provided in the following areas.

- Mental retardation
- Behavior disorders
- Specific learning disabilities
- Severely emotionally disturbed
- Speech impaired
- Multihandicapped
- Educable mentally retarded

For more specific information check with the local school system's special education director.

Georgia Colleges and Universities Offering Degrees in Early Childhood Education

Institutions

Albany State College
Armstrong State College
Atlanta University
Augusta College
Berry College
Brenau College
Clark College
Columbus College
Emory University
Fort Valley State College
Georgia College
Georgia Southern College
Georgia Southwestern College
Georgia State University
LaGrange College
Mercer University/Macon
Mercer University/Atlanta
Morris Brown College
North Georgia College
Oglethorpe University
Paine College
Savannah State College
Spelman College
Tift College
University of Georgia
Valdosta State College
Wesleyan College
West Georgia College

Services

Consultant services for program development and inservice training of teachers may be available from college or university personnel who teach courses in the area of early childhood education. For further information, contact the early childhood faculty at any of these institutions.

Georgia Learning Resources System

Agencies

Katheryn B. Bush
State Coordinator, GLRS
Georgia Department of Education
Special Education Program
Atlanta, Ga. 30334
(404) 656-2425

Southwest Center, GLRS
P. O. Box 1470
Albany 31702
(912) 432-9151

West Central Center, GLRS
55 Savannah St.
Newnan 30263
(404) 251-0888

North Central Center, GLRS
North Georgia CESA
P. O. Box 657
Ellijay 30540
(404) 635-5391

North Georgia Center, GLRS
P. O. Box 546
Cleveland 30528
(404) 865-2043

Metro West Center, GLRS
Bolton Elementary School
2268 Adams Dr., NW
Atlanta 30318
(404) 352-2697

Middle Georgia Center, GLRS
Whittle Building
915 Hill Park
Macon 31201
(912) 743-9195

West Georgia Center, GLRS
1532 Fifth Ave.
Columbus 31901
(404) 323-7075

Northwest Georgia Center, GLRS
Hospital Building
Trion 30753
(404) 734-7323

***GLRS Satellite, NW Georgia CESA**
Rt. 1, Box 255
Cedartown 30125
(404) 684-5443

South Central Center, GLRS
Child Development Center
1492 Bailey St.
Waycross 31501
(912) 285-6191

***South Central Center, GLRS (West)**
Coastal Plains CESA
Valdosta 31601
(Instructional Materials Only)

Northeast Georgia Center, GLRS
Northeast Georgia CESA
225 Fain Hall, University of Georgia
Athens 30602
(404) 542-7675

Metro East Center, GLRS
Robert Shaw Center
385 Glendale Rd.
Scottdale 30079
(404) 292-7272

East Georgia Center, GLRS
Joseph Lamar Elementary School
907 Baker Ave.
Augusta 30904
(404) 736-0760

***Louisville Center, GLRS Satellite**
Louisville Academy (Jefferson Co.)
Louisville 30434
(912) 624-7794 (school phone)

Metro South Center, GLRS
Griffin CESA
P. O. Drawer H
Griffin 30223
(404) 227-0632

*Satellite center of the preceding GLRS center

Coastal Area Center, GLRS
Chatham County Board of Education
208 Bull St.
Savannah 31405
(912) 234-2541, ext. 307

East Central Center, GLRS
Wrightsville Primary School
Alabama St., P. O. Box 275
Wrightsville 31096
(912) 864-3246

***GLRS Satellite, Heart of GA. CESA**
312 South Main St.
P. O. Box 368
Eastman 31023
(912) 374-5244

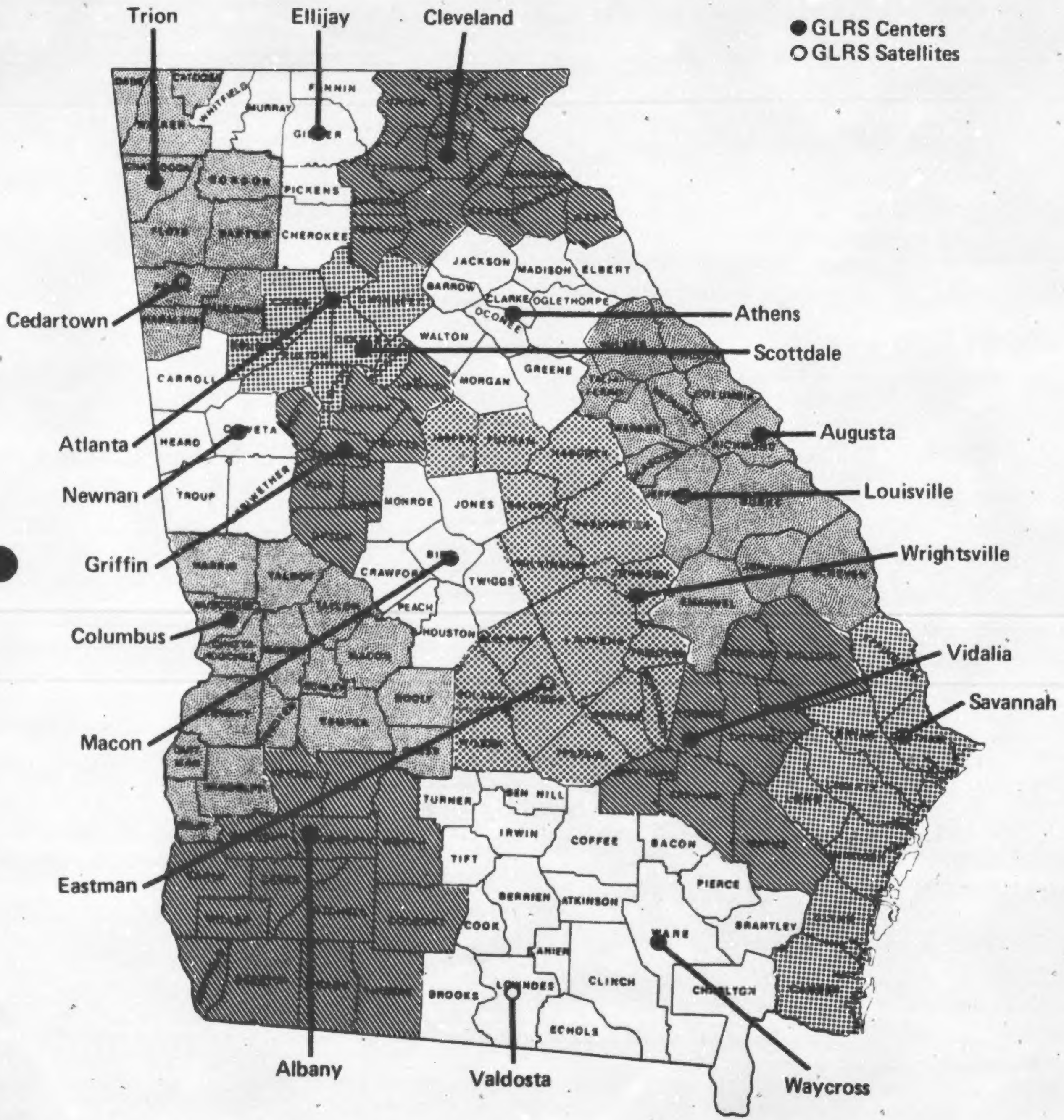
Southeast Center, GLRS
J. R. Trippe School
400 West Second St.
Vidalia 30474
(912) 537-7797

Services

The Georgia Learning Resources System (GLRS) is a teacher support system for special educators and other professionals who work with exceptional children. Any individual who works with exceptional children may use the services of GLRS. Its services are as follows.

- Maintaining an instructional materials center where special educators can preview and borrow materials
- Providing inservice training through workshops and conferences on effective use of media and educational equipment, new teaching techniques and innovative instructional methods
- Sponsoring various special projects to introduce innovative ideas and materials being used successfully with exceptional children across the nation
- Disseminating information to special educators about the areas of exceptionality, programs and services offered to exceptional children in Georgia and meetings and conferences of interest to special educators

GLRS
SERVICE DISTRICTS



Georgia Cooperative Educational Service Agencies

Agencies

Chattahoochee Flint CESA
P. O. Box 504
Americus 31709
(912) 924-7616

West Georgia CESA
P. O. Box 1065
LaGrange 30240
(404) 882-0007

North Georgia CESA
P. O. Box 657
Ellijay 30540
(404) 635-5391

Central Savannah River Area CESA
P. O. Box 868
Thomson 30824
(404) 595-6991 or 6990

First District CESA
40 West Grady St.
Statesboro 30458
(912) 764-6397

Okefenokee CESA
Rt. 5, P. O. Box 406
Waycross 31501
(912) 285-6151

Heart of Georgia School Systems CESA
Eastman 31023
(912) 374-2240

Middle Georgia CESA
P. O. Box 772
Fort Valley 31030
(912) 825-3132

Coastal Plains, CESA
P. O. Box 1265
1200 Williams St.
Valdosta 31601
(912) 244-5282

Oconee CESA
P. O. Box 699
Sandersville 31082
(912) 552-5178

Southwest Georgia CESA
P. O. Box 145
Leary 31762
(912) 792-6195

Griffin CESA
P. O. Box 190
Griffin 30223
(404) 227-0632

Metro CESA
771 Lindbergh Dr., NE
Atlanta 30324
(404) 352-2697

Pioneer CESA
P. O. Box 548
Cleveland 30528
(404) 865-2141

Northwest Georgia CESA
Rt. 1, Box 255
Cedartown 30125
(404) 684-5443

Northeast Georgia CESA
College of Education
Fain Hall
University of Georgia
Athens 30601
(404) 549-2306

Services

Cooperative Educational Service Agencies (CESA) were established for the purpose of sharing services which are designed to improve the effectiveness of the educational programs of member local school systems. It is not compulsory for a school system to be a member of CESA, but all local school systems located within a service area may become a member of the CESA serving that area. CESA may provide the following services.

- Develop and publish educational materials for participating systems
- Provide technical assistance to teachers, principals and administrators of local systems
- Analyze problems of local systems and develop the means by which they may solve these problems

Early Childhood Education Resource and Materials Center

Contact

Northeast Georgia CESA
Room 225 Fain Hall
University of Georgia
Athens, Georgia 30602
(404) 542-7675 or 7676

Services

The Early Childhood Education Resource and Materials Center may provide the following services to schools within the Northeast Georgia CESA area.

- Supply early childhood education materials suitable for grades K-3
- Provide technical assistance to those wishing to establish similar centers in their area

Early Childhood Professional Organizations

Organizations

Association for Childhood Education International (ACEI)
3615 Wisconsin Ave., NW
Washington, D.C. 20016

National Association for the Education of Young Children (NAEYC)
1834 Connecticut Ave., NW
Washington, D.C. 20009

Southern Association of Children Under Six (SACUS)
Box 5403 Brady Station
Little Rock, Ark. 72215

Georgia Preschool Association
543 Mulberry Lane
Gainesville, Ga. 30501

Services

ACEI conducts workshops, regional conferences and travel/study tours abroad for teachers, parents and other adults interested in promoting good educational practices for children from infancy through early adolescence. Its goals follow.

- Promoting desirable conditions and programs and practices for children.
- Raising preparation standards and encouraging continued professional growth of teachers and others concerned with children's care and development.
- Bringing into active cooperation all groups concerned with children in the school, the home and the community.
- Informing the public of children's needs and the ways in which the school program may adjust to fit those needs.

The association maintains an information service and a library of books concerned with child development, early childhood education and elementary education. **Childhood Education** is the monthly periodical published by ACEI. Additional pamphlets in the area of educating young children are published monthly.

The local organization of ACEI is the Georgia Association for Childhood Education. Its major purposes are the dissemination of the literature of the national organization and the organization of local workshops and publication of a local newsletter containing tips for teachers.

NAEYC is open to all individuals interested in serving and acting on behalf of the needs and rights of young children. The association offers professional guidance, and leadership and consultation in the field of early childhood education. Annual conferences, regional and national conferences are sponsored by NAEYC and attract educators from around the world.

Young Children is the periodical published monthly by NAEYC. In addition to this periodical, several books are published annually in the area of early childhood education.

SACUS, an affiliate of NAEYC, is concerned with the crucial issues and trends of early childhood education. It is also a strong advocate for state supported programs for young children.

Dimensions, a periodical published by SACUS, is available to anyone interested in educating young children.

The local organization of NAEYC is GAYC. It is concerned primarily with the dissemination of the literature of NAEYC.

Georgia Preschool Association is open to all persons actively concerned with the welfare or education of the preschool child in Georgia. Its goals are to

- provide training programs and courses to further the members' knowledge and understanding of the preschool child.
- ensure the best care and education for children under six in Georgia.
- educate the public concerning existing standards for day care, the need for uniform standards for kindergarten, and the need for trained personnel to administer preschool regulations on the state level.

Public Library Services

Contacts

Georgia Department of Education
Division of Public Library Services
156 Trinity Ave., SW
Atlanta, Ga. 30303
(404) 656-2461

Georgia Department of Education
Audiovisual Unit, Educational Media Services
1066 Sylvan Rd., SW
Atlanta, Ga. 30310
(404) 565-2421

Services

Because the Division of Public Library Services deals directly with the regional and county libraries, school system personnel should make specific requests through their local libraries.

The Georgia Department of Education Film Library does not deal directly with classroom teachers but offers consultant services and technical assistance to school librarians and media specialists. They may provide the following materials.

- A library of 16mm films (Film catalog is available in the library of the participating school or system.)
- A library of audio recordings

Schools that wish to be eligible for these services must register with the department.

Publications

Georgia Department of Education Early Childhood Education Publications

These materials may be obtained from

Early Childhood Education
156 Trinity Ave., SW
Room 316 Education Annex
Atlanta, Ga. 30303
(404) 656-2685

"Source Book for Early Childhood Education"
"Kindergarten Is . ."
"Looking Toward School"
"Materials and Equipment List"
"State Standards for Early Childhood Education" (Availability pending publication)
"A Guide for Planning and Construction of Public School Facilities in Georgia" (Early Childhood and Elementary)

Professional Magazines

Young Children
National Association for the Education of Young Children
1834 Connecticut Ave., NW
Washington, D.C. 20009

Childhood Education
Association for Childhood Education International
3615 Wisconsin Ave., NW
Washington, D.C. 20016

Early Years
Box 1223
Darien, Conn. 16820

Dimensions
Southern Association of Children Under Six
Box 5403 Brady Station
Little Rock, Ark. 72215

Today's Child
News Magazine
Roosevelt, NJ 08555

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Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972); or handicap (Section 504 of the Rehabilitation Act of 1973), in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX — Evelyn Rowe, Coordinator
Section 504 — Jane Lee, Coordinator of Special Education
Vocational Equity — Loydia Webber, Coordinator

Inquiries concerning the application of Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, 231 State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323 or to the Director, Office for Civil Rights, Department of Health, Education and Welfare, Washington, DC 20201.

.. PS

ANNUAL KINDERGARTEN PLAN FOR 1979-80

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Name and Address of Local Education Agency

____

Date

Return To:
Georgia Department of Education
Division of Curriculum Services
Dr. R. Scott Bradshaw, Director
156 Trinity Avenue, S.W. Room 208
Atlanta, Georgia 30303

PS 011073

ANNUAL KINDERGARTEN PLAN

I, the undersigned authorized official of the local education agency of ______________________________ hereby submit the following kindergarten plan for Fiscal Year 1979-80 under 32-607a of the Adequate Program for Education in Georgia Act, as funded under the conference committee substitute for House Bill 134.

The following assurances will be met by the school system:

A. The kindergarten plan for Fiscal Year 1979-80 is available to parents, guardians and other members of the general public.

B. The kindergarten plan constitutes the basis for the operation and administration of the program activities in accordance with regulations and procedures established by the State Board of Education*.

C. The expenditure of kindergarten support funds shall be used to pay only costs directly attributed to the education of kindergarten children.

D. A kindergarten screening program will be implemented to identify students within the group who need comprehensive diagnostic evaluations.

E. An ongoing assessment program for each kindergarten child will be developed to determine student progress.

F. Procedures have been established for conferences with parents or guardians involved in or concerned with the education of kindergarten children.

I further certify that the information being presented with Fiscal Year 1979-80 kindergarten plan, to the best of my knowledge is complete and accurate.

______________________________ Date Submitted

______________________________ Signature of Local Education Agency Superintendent

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* Guidelines for the Statewide Kindergarten Program and Kindergarten in Georgia handbook.

DIRECTIONS TO LOCAL EDUCATION AGENCY FOR THE PREPARATION OF THE ANNUAL KINDERGARTEN PLAN

The Annual Kindergarten Plan will be submitted to the State Department of Education by January 1, 1980.

Annual Kindergarten Plan

I. Philosophy of Instruction

II. Organization and Operation of Kindergarten Program

III. Criteria for Eligibility

IV. Assessment

V. Supportive Services and Instructional Resources

VI. Parent Component

VII. Evaluation

I. Philosophy of Instruction

Write in the appropriate space a statement of local education agency kindergarten philosophy. An example is provided.

EXAMPLE: The (Name of Local Agency) School System has adopted a policy of providing a public kindergarten education to all children who are five on or before September 1. Full Service Goal: The kindergarten program will provide screening for all children in order to identify those within the group suspected of being handicapped for early diagnostic evaluations and to determine the developmental age of all the children. Kindergarten will provide the educational experiences consistent with growth and developmental needs of young children and activities designed to promote continuous growth with broad domains of affective, physical and intellectual development. Refer to Kindergarten in Georgia handbook,

I. Philosophy of Instruction (continued)

page 2. (You may adopt and modify this statement or prepare a different statement.)

Philosophy

II. Organization and Operation of Kindergarten Program

A. Provide a short narrative description of the organization of the kindergarten classes in your system. (Include class size, organization, staff utilization and length of pupil's day.) Attach a sample schedule.

B. What procedures are to be followed to insure K-4 continuity?

II. Organization and Operation of Kindergarten Program (continued)

C. How many pupils are in the largest class in your system?

____

How many teachers are assigned to these pupils?

____

How many aides are assigned to these pupils?

____

D. Local Education Agency Kindergarten Program

	Half-Day Unit	Full-Day Unit
1. Average number of children in each class		
2. Number of handicapped children in the system		
3. Number of children bussed		
4. Number of locally funded kindergarten teachers in the system		
5. Number of other kindergarten teachers in the system		
6. Number of aides employed in addition to state allotted		

III. Criteria for Eligibility

A. Age Entrance and Health Record

1. Children must be five years of age on or before September 1, as certified by a birth record acceptable to local education agencies, to be presented at time of registration.

2. Number of children with copy of birth certificate on file ______.

B. Immunization and Physical Examination

1. Immunization records must be complete. Children who have not completed shots for diphtheria, measles, mumps, polio, rubella, tetanus and whooping cough may receive only a thirty day extension period. Eye, ear and dental records must be on file with local education agencies as prescribed by state law 224.46.

2. Number of children with immunization records on file ________.

3. Number of children with eye, ear and dental records on file _____.

IV. Assessment

A. Testing and Limitations

Screening all children is the responsibility of the local education agency. Please refer to Guidelines for State Kindergarten Program (III Assessment) and Kindergarten in Georgia handbook, pp. 207-215.

1. Describe plans for screening in the spring 1980.

2. List the screening instruments to be used.

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IV. Assessment (continued)

B. Ongoing Student Assessment

The initial record of a pupil's progress in affective, physical and intellectual domains will originate in kindergarten. See Guidelines for State Kindergarten Program and Kindergarten in Georgia handbook, pp. 217-222.

Briefly describe the procedures of ongoing assessment in the local education agency's kindergarten program.

V. Supportive Services and Instructional Resources

A. Facilities

The facilities meet the special needs of program and are designed to meet minimum standards as recommended in Kindergarten in Georgia handbook, pp. 19-22.

YES ____________ NO ____________

Check areas needing improvement

Sink ______
Running Water ______
Interest Centers ______
Floor ______

Heating ______
Lighting ______
Ventilation ______
Other (specify) ______
____
____

V. Supportive Services and Instructional Resources (continued)

A. Facilities (continued)

Describe the plans to improve facilities.

B. The instructional materials meet the special needs of the program and are designed to meet the recommendations of Kindergarten in Georgia handbook. Refer to the curriculum section in the handbook.

YES ____________ NO ____________

If no, identify materials needed to improve the instructional program.

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V. Supportive Services and Instructional Resources (continued)

C. Describe the staff development plan for kindergarten teachers and aides. Identify the topics and the presenters.

D. Estimate the amount from the Fiscal Year 1979-80 state support grants that will be used for:

Transportation	________
Instructional materials	________
Additional aides	________
Staff development	________
Other (specify)	________
________________	________
________________	________
________________	________
________________	________

Note: Each grant is in the amount of $9,644 per state allotted teacher for continuing units and $12,493 for new.

VI. Parent Component

When collaboration exists between teacher and parent, the impact of kindergarten is likely to be more significant; when there is lack of knowledge about the school's objectives and activities, or about the home's values and activities, a brief experience in the kindergarten class may have minimal significance. Clear communication and mutual understanding between teacher and parent will enhance the program's effect on the child. Describe your system's plan for parent involvement.

VII. Evaluation

Describe the procedure to be followed in evaluating the kindergarten program in your system.

emd
9-14-79